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THE JOURNAL OF EDUCATION

PSYCHOLOGICAL CLINIC

A New Service Conducted by Dr. HELEN F. CUMMINGS

Physical Education at Litchfield

JAMES H. BAILEY

What Makes a Great Teacher?

ORLIE M. CLEM

The Public Schools of BALTIMORE

DAVID E. WEGLEIN, SUPERINTENDENT

We Stopped Our Clocks

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The JOURNAL of EDUCATION

Twice a Month for Better Schools

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The Editors Say...

Your attention is particularly called to the article, "We Stopped Our Clocks," appearing in this issue. This tells what happened in a small high school when energies were released from fixed schedules. Does it remind you of what is being tried on an upper level at the University of Chicago?

We are glad to bring you this report—likewise the one from Litchfield, Minnesota, which describes a well-conducted program of physical education.

We are always ready to pass along authentic accounts of experiments in fitting education to individual and modern needs. Such words as these, just received, are heartening: "In my thirty-six years of teaching experience, nothing has inspired me more than The Journal of Education, and I shall sing its praises to others whenever I have opportunity."

It is a pleasure to inaugurate in this issue our "Psychological Clinic." We are fully aware of the difficulties involved in the solution of personality problems, since these are often complex and elusive. Yet, for those who can give Dr. Cummings, in reasonably brief form, all the points likely to be pertinent, we believe her answers will be valuable. Put this new feature to the test.

We welcome Superintendent Weglein and the Baltimore public schools as our guests in this issue. Theirs is an extremely interesting story.

The fact is—this number contains many results of fruitful thinking; much enthusiasm for better techniques and clearer understanding; much zest for the task of making education really effective. We feel it a privilege to be a clearing house for so much of interest and helpfulness to the makers of better and better schools.

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

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World at Lessons

League's Discipline

THE school teacher, better than any one else, can understand the major problem confronting the League of Nations. For it is a problem of discipline.

The school bully has set upon and beaten a smaller pupil. The bully ought to be punished. He ought to be taught that such an abuse of brute strength brings no reward.

How can this be shown?

Whipping the bully is but a substitution of the teacher's own might and main for that of the bully himself. It would not be quite convincing. The teacher probably knows this and the knowledge makes for weakening of the arm.

The bully could be expelled from school. But he might prove vindictive.

The League is young and lacking in experience with such cases.

Perhaps the League, on that account, will be replaced by a sterner or a wiser disciplinarian.

Meanwhile, the playground furnishes no end of trouble.

• • •

After a Generation

AMERICANS rubbed their eyes one morning recently at the news that a newspaper in Havana, Cuba, had been demolished with a bomb, apparently because its editorials in favor of the rebels in Spain's civil war had aroused the enmity of Communists in Cuba.

Had not a generation passed since Cuba—with the help of the United States—broke away from Spain?

Political ties are not, of course, the only ties that count in holding separated groups together. The Spanish element of Cuba's population still retains a racial and social interest in the one-time mother country.

There is something about the cleavage between Communist and Fascist which causes heated feelings over any situation, however remote, where those forces are in conflict.

The greater part of Europe, right now, is at odds over the outcome of the civil war in Spain; not because any country cares much about the real welfare of Spain, which could best be attained through peaceful compromise, but because each dictator-ruled country wants a strengthening of the kind of dictatorship it is trying to maintain at home.

To have the echoes of that quarreling so violently recorded at our doors, in Cuba, is somewhat startling.

• • •

Straws Are but Straws

STRAW ballots are not so reliable that they take away the uncertainty preceding an election.

In the case of Maine, for example, a widely circulated poll had indicated a two-to-one victory for the Republicans. The outcome of the election revealed a much closer contest.

The nation-wide polls of millions of voters taken by various newspapers and magazines will not make the November outcome a foregone conclusion.

For one reason, people marking a straw ballot are apt to follow a temporary urge, or to be swayed by a wave of popular opinion just then passing in their neighborhood.

When they actually go to the polls, they take the matter more seriously.

Still, the straw ballot has often been a safe barometer. Most of the major nation-wide polls have been correct in substance if not in percentages.

Incidentally, a poll of magnitude, periodically publicized, may have its influence on the final choice.

Torchlight processions have disappeared, and most of the zest for local political rallies has gone with them. But we have straw ballots and the radio.

• • •

Political Q. and A.

A CONSPICUOUS feature of political debate is its silences. One candidate or party demands of another candidate or party a plain answer to a definite question. Usually the question is so framed that an answer to it would trap the opponent. But no matter. He will not trouble

himself to answer. He will change the subject—turn some diverting torrent of abuse upon the other fellow. He, in turn, will demand a reply to some query of his own. Again, no answer.

Q. and A. in the political arena means, not Question and Answer, but Question and Avoidance.

• • •

Education by Radio

WE ARE promised an increased use of radio in education. Maybe what is more needed is an increased use of education in radio. But let that pass.

Radio is unquestionably one of the mightiest of educational implements—potentially but not yet actually.

The trouble is that whenever the listening public hears the school bell ring over the radio playground, most of that public turns the knob. People sit in front of the radio to be entertained, not instructed.

The public will grant a reasonably wide hearing to a dynamic speaker with an educational message. It will grant an even wider hearing to fine examples of music or the drama. But popular taste remains to be educated to a desire or even a willingness to be educated.

• • •

Brighter Budgets

THE current year will see the financial situation easing for the majority of schools throughout the United States. Private schools have already begun to feel the improvement in incomes of their patrons, as increased enrollments indicate.

Financial rehabilitation of the public schools will come more gradually. Plenty of tax money is being spent. But the schools are still growled at by the taxpayer groups in many places.

One of the first things the schools should do with any added revenues they can find, is to replenish their supplies of textbooks. These are in an utterly deplorable condition in multitudes of schools. The teachers are fully aware of the handicap as well as the hazards involved in the present state of the books their classes are using.

School systems that have cut their expenditures for books to half what they once were—thereby saving a possible one per cent of their total budgets—can and should restore that lost efficiency and tidiness, self-respect and sanitation at the earliest practicable moment.

• • •

Consistent Philosophies

HAS any one, we wonder, a truly integrated philosophy of life?

The late William Jennings Bryan was a conspicuous example of a liberal in politics and a reactionary in religion.

Is a liberal in education invariably a liberal in religion, in politics, and, let us say, in morals?

Is a liberal in religion—or in anything else, for that matter—necessarily liberal toward the opinions of other people who differ from him?

Most of us do our thinking in walled compartments; not watertight, but nearly so.

If we can be consistent within each compartment, we feel we are doing well.

But are we?

• • •

Freshman Week a Good Sign

WHOEVER got our colleges to inaugurate "freshman week" deserves a gold medal. Freshman week recognizes for almost the first time the importance of giving the members of the entering class in college or university a right start.

There has been altogether too much inhumanity at college doorways—exits as well as entrances.

The tendency for years has been to plunge a freshman into the undergraduate community as if the main idea were to see if he could be drowned. Had the freshman merely been thrown into the pond and allowed to swim without hindrance, that would have been severe enough. But to throw him in and then jeer at him and try to push him under—well . . . those days are happily disappearing.

Now the freshman comes to college a week ahead of the upper classmen, or the main body of them. He learns his way about. He is told a great many things he might otherwise have to wrest from bitter experience.

Freshman week is only a start. Most colleges have a long way to go still in looking out for those individual differences which spell success or failure in a system lacking flexibility and the intimacy of personal touch between students and professors.

• • •

Bravo, Dr. Lowell!

AT THE age of seventy-nine, Dr. A. Lawrence Lowell has furnished an example of simple grit. First resident of Massachusetts to be flunked in that re-examination which the Registrar of Motor Vehicles suddenly ordered for all drivers over sixty-five, Dr. Lowell did not resign himself to the sad situation. Neither did he write scolding letters to the newspapers. Nor, again, did he try to have the matter fixed up, or seek some other means of circumventing the verdict.

He quietly prepared himself for a second test. When he was ready, he went before the same examiner who had pronounced his driving days over.

This time he passed.

Psychological Clinic

Conducted by

HELEN F. CUMMINGS, Ph. D.
Research Assistant, Department of Educational Investigation and Measurement
Boston Public Schools

QUERY—

I am a kindergarten teacher in a large city system and am concerned about the promotion of a little girl who will be five years of age entering grade one. She is a year older mentally and is physically well-developed for her age. She is, however, exceedingly timid and shy, and has made poor social adjustments during her year in kindergarten. Her first real contacts with children of her own age were made this year and she has neither accustomed herself to her companions nor taken part in any of the activities of the schoolroom despite all my efforts to encourage her. Is promotion advisable?

M. M. G.

Comment—

Although, Miss G, your pupil is mentally ready for the work of Grade one she is socially much retarded. She can best obtain that social training in the kindergarten. No matter how brilliant your pupil is, if she fails to adjust in the social order now she will fail to make satisfactory progress in school later because of this social maladjustment. Encourage her to lead in games, physical exercises, and plays during the coming year. Urge her to take part in the activities of the schoolroom by putting glamour and adventure into her daily work. By such training and experience you will turn her out a well-adjusted, social human being at the end of the term.

QUERY—

I have an uncontrolled, disobedient boy in my fifth grade who is failing in all his school work and is giving me great trouble. Bernard quarrels repeatedly with the other pupils on the street and playground, and has mannerisms which might be called "queer." He is erratic, talks to himself, does not associate with any companions, and is a nail biter. His I. Q. of 101 indicates his ability to do the school work. His parents are thrifty and industrious, but recently his father has been unemployed. I have tried to secure the mother's co-operation but in all my endeavors I have failed.

L. M. A.

Comment—

The fact that the school is endeavoring to change her boy from a failure to a success should be effective in altering the mother's attitude. A visit to the home might induce her to discuss the boy's case and to talk freely about the family situation. Other causes than inability to do the school work are at the basis of Bernard's school failure, and it is undoubtedly the family situation which is worrying this sensitive boy and is accountable for his a-social behavior. A complete physical diagnosis should be made so that any physical basis for his bad habits may be determined. It is probable that he lacks the physical wherewithal for healthy conduct and emotional adjustment. Try contacting the home in order to bring about this adjustment.

YOU are cordially invited to consult Dr. Cummings about any problem of maladjusted personality. Avail yourself of the opportunity to secure expert advice on your most baffling "cases." The service is FREE to readers of this magazine. Address your inquiry to The Psychological Clinic of The Journal of Education, 6 Park Street, Boston, Massachusetts.

QUERY—

I am principal of a six grade elementary school in which I teach the highest grade. I have a boy, S., in my class, with a chronological age of eleven years and four months, a mental age of twelve years and seven months, with an intelligence quotient of 111. S. has the ability to succeed in the work of the grade but lacks concentration, and is therefore failing in his work. His health record discloses defective tonsils and adenoids, defective vision, and a chorea condition. The home is in an upset state because of the mother's illness with tuberculosis. I have tried unsuccessfully to secure the co-operation of the home in order to have S. make more satisfactory school progress. Can you help me to help this boy?

M. M. F.

Comment—

If your school system has no nursing division secure the help of the community nurse. This boy needs treatment in the nerve clinic of a hospital for the chorea. The medical service at this same hospital will undoubtedly perform the tonsillectomy at once. Glasses can be prescribed at the eye clinic. The social service division in the hospital will give follow-up advice if they are informed of the attendant conditions in the home. S. must be, first of all, in efficient health before any attempts at correction of his other difficulties are begun.

Physical Education at Litchfield

By JAMES H. BAILEY
Superintendent of Schools
Litchfield, Minnesota

This is not just another syllabus but a lively account of what is actually taking place in one school system.

PHYSICAL education in the Litchfield schools is properly "Physical and Health Education." The director has charge of the integration of health, physical education proper, athletics, and recreation. This entire departmental organization forms the health, physical fitness, and recreational phase of the guidance program of the school. The entire student body takes part in the various activities carried on in the program.

The channels through which the program is being carried out are: (1) Physical education classes; (2) health examinations by nurse and physical education director; (3) daily checks by nurse; (4) interscholastic athletic contests; (5) intramural athletic contests; (6) recreational activities; (7) health instruction.

PHYSICAL EDUCATION

Physical education classes begin in the first grade and continue through high school. Beginning in the primary grades a complete program of games, rhythmic activities, gymnastic stunts, and relays, is worked out which carry through the six grades. These activities vary with seasons of the year, and constitute the necessary coordinating mind-muscle activities which are needed at the particular age of the pupils to provide new muscle building development. The games are selected also for social values which teach co-operation and fair play. Effects of the activities are checked closely by teachers and supervisors to note the interest span of pupils. The interest span becomes a part of the permanent record chart of the pupil and is used for diagnostic and guidance purposes and also to evaluate games.

Free play is used for relaxation purposes and to check further on individual interests. No attempt, as such, is made to subordinate the welfare of the individual to the welfare of the group. Domineering pupils are frequently problems, but they are not held up as bad examples. Instead, they are guided into sub-group leadership, and taught to use their talents for group development rather than for personal laurels.

Games such as soccer that require more individual technical skill begin to appear in the fifth and sixth grades, and by the time the pupil is finishing junior high school he has been given a great deal of practice in many and varied activities and knows pretty well where his greatest interests and physical capabilities lie.

Senior high school students develop the more highly skilled performances that require brain work and planned execution.

Throughout the entire schedule of classes constant attention is given to preventing and correcting poor posture habits. Flat feet, lordosis (hollow back), round shoulders, drooping head, winged scapula, and the like are guarded against by the proper developmental exercises. The profile pictures of individuals are made to show them wherein they are at fault in posture. Special groups for each weakness spend a part of their class time exercising especially to overcome their peculiar faults. Development charts are kept with each individual recording his or her own progress.

At least one public evening exhibition is given a year by elementary groups and one by high school groups to demonstrate the worthwhileness of the work. These exhibitions range from simple drills in the lower grades and musical rhythmics and folk dances in the intermediate grades to tumbling and apparatus work in the junior high school and demonstrating football plays and basketball techniques in the senior high school.

An important feature of the high school work is the establishing of the Physical Fitness Index (P. F. I.) for each person. By means of the arm, back, and leg tests, the grip, lung capacity, and so on, the individual is enabled to provide for himself an accurate picture of his physical strength. By comparing his own strength index with the norm, he can readily see whether he is deficient and how a deficiency may be overcome. Such a comparison over a period of a few months or a year may also reveal the need of medical attention and a change from a particular kind of strenuous work or exercise.

Intra class competition of various kinds serves to stimulate development of strength and skill in the performance of the fundamentals of various activities. Examples are: Distance ball throwing (diamond balls, baseballs, volley balls, footballs), hurdling, broad-jumping, races, pull ups, and so on. Charts are kept and records made to indicate individual and group progress.

HEALTH EXAMINATIONS

Health examinations are given by the nurse and physical education director. Naturally these examinations are not intended to do more than call to the attention of the pupil the need of more skilled assistance from doctors and dentists. Before any student is permitted to engage in any strenuous exercise he or she must have a doctor's authorization.

Such things as heart irregularities, bad teeth, appendicular disorders, stomach or kidney disorders, eye troubles, and hearing difficulties may be suspicioned by the nurse and physical education director and recommendations made for further examination by the doctor.

The nurse and physical education director begin their examinations as soon as school starts in the fall and check findings with past records on the health cards of the pupils. By noting any irregularities that suggest themselves and watching them a systematic procedure of health checking is carried on.

DAILY CHECKS

Each day the nurse makes daily checks on pupils in all grades. She is assisted by all the teachers in this work. Bad breath of a pupil, a fever, a bad cold, headache, or other symptom is cause for a trip to the nurse's office where examinations of the nose, throat, pulse, temperature, ears, and eyes are carried on. Pupils soon learn to rely on this kind of caretaking and report any ill feeling as soon as it occurs. The activities of the school nurse form an important part of our health and physical education work.

INTER-SCHOLASTIC CONTESTS

The interscholastic athletic contests represent the culmination of ideals of a considerable number of our students. Practice and preparation for this type of activity is a definite though by no means major part of the physical education program. The ideals of sportsmanship, team work, and fair play are as essential as physical fitness. The effects of the long period of training in co-ordinating mind and muscle are here manifest.

Whether the contest is basketball, football, baseball, track, or gymnastic work, the student who has responded most satisfactorily to the months of previous training is the one who stands the best chance of making the team. The physical education director with the help of the activity coach determines the fitness of the team. The physical education director is responsible for the organization of proper health precautions in medical examinations, shower bath facilities, training endurance, and aids for injuries.

INTRAMURAL CONTESTS

Intramural athletic contests are a major activity of our physical education program. Through these contests virtually all the students express themselves in one way or another.

The hours in which these activities occur are for the most part before school, at noon, and after school.

During the past year the following schedule was carried out:—

1. Eight teams played a fall touch football schedule of forty-two games (two each day) in which one hundred and twenty boys participated.
2. Over a hundred girls took part in archery, though no tournament was held.
3. A horse shoe tournament was carried on with some fifty persons taking part.
4. Twelve teams played a schedule of eighty-one volley ball matches in which one hundred and thirty-four players participated. Two courts were used which made noon hour competition possible for sixty to sixty-five boys and girls every day.
5. Ten basket ball teams carried through a schedule of sixty games and a tournament in which ninety boys took part, and a similar schedule was taken by girls except that only twenty-eight games were played.
6. After the lunch period the lunch room was converted into a recreational room where pupils of different age levels engaged in a wide variety of recreational activity. Table tennis tournaments involved thirty-two players; a shuffleboard tournament attracted fifty participants. Horse shoes, ring quoits, disco, and checkers occupied several score of boys and girls.
7. Softball, track, and horse shoes provided contests for spring which required fully as many participants as the fall and winter activities had taken.

RECREATION

Though all forms of recreational activity are not technically physical education, the general recreational program has been definitely placed under the head of physical education. Included in the noon hour program are activities of such groups as dramatic clubs, reading clubs, hair dressing, and the like.

In-so-far as activities were of a physical nature they have been included as a part of the physical education program.

The physical education director is dean of boys and in this capacity has a period allotted twice a week for interviews. Because of the contests made in intramural athletics both the physical education director and the girls' physical education director gain confidences of the

boys and girls more easily than other teachers generally do. By acting slowly and carefully with pupils who might otherwise be serious problem cases, unbelievable results have been accomplished in guidance. Intramural athletic regulations serve as a means of getting the near-problem cases to assume responsibilities and thereby develop dependability.

HEALTH INSTRUCTION

Health instruction is a general co-ordinating procedure of the whole program. Practically every teacher in the entire school carries out instruction on the importance of health and physical fitness. In the high school health instruction is integrated into general science, biology, social science, and home economics especially.

The physical education director does not direct the instruction in individual classes, but he presents general problems around which the teachers can build their work.

A Health Council has been organized and serves as a committee to help integrate the work so that needless duplication will be avoided. The Health Council, of which the physical education director is chairman, is composed of the school principals, school nurse, heads of the Science and Home Economics departments, and the girls' physical education director. The Council meets regularly at a dinner meeting to which different doctors and dentists are invited at different times. Health problems are discussed, and suggestions requested from the doctors and dentists on the problems which are under consideration.

•

There is nothing original about the program at Litchfield as far as ideas and theories are concerned. The only unique thing about it is the actual putting into practice of some of the fundamental principles of physical education.

Because Litchfield has taken some initial steps along this line, the Department of Physical Education and Athletics at the University of Minnesota selected our school along with one other in the state to assist in making "An Experimental Study of the Needs of Physical Education and Related Activities." Dr. C. L. Nordly is directing the study for the University.

This study, being the first of its kind to be carried on, is attracting a great deal of attention. The results may have far-reaching effects on the teaching of physical education and recreational activities. Further information concerning it may be obtained from Dr. Nordly at the University of Minnesota.

What Makes a Great Teacher?

By ORLIE M. CLEM
Superintendent of Schools
Owego, New York

This is the fourth in Dr. Clem's series of inspiring articles. The concluding article will appear in our next issue

GREAT teachers have made of teaching a fine art. For them it has possessed elements commonly found in architecture, literature, music, painting, and the drama. Cubberley writes:—

> "Every strong teacher, then, is an artist, and she plies her art with something of the skill of a harpist. She touches the strings of human thoughts and emotions gently giving the impression of vast resources of power; she stimulates and soothes; she inspires and energizes; and at times she smites the strings with all the might of a forceful personality, and rises to some great crescendo: and then, when her purpose is accomplished, drops back to those soft and gentle touches which are alluring and suggestive in character."

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William Lyon Phelps, master teacher of Yale, describes teaching as follows:—

> "I love to teach. I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art, an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and his mistakes, and his distance from the ideal. But the main aim of my happy days has been to become a good teacher, just as every architect wishes to become a good architect and every professional poet strives toward perfection."

Great teachers, like Cubberley and Phelps, are as truly artists as Kreisler and Rachmaninoff. They know that science may provide the mechanics of the curriculum, and some tech-

niques of instruction, but all these are but a valley of dry bones without the breath of the artist teacher. The art of the master teacher is the elusive fourth dimension which gives to her work immortality.

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In the craftsmanship of the great teacher, even when a drill master, there has been the prophet and the artist. The art of the great teacher transcends the science of psychology as a technology. It relies more on insights, intuitions, and inspirations. The insurgent and irrepressible ideas of the great teachers give to their work a magic touch. The art of the great teacher is much like the art of the great poet. It rises above the ordinary rules and mechanics and achieves freedom. There are many hucksters in teaching, however. For them teaching is a drab process. Their classrooms reflect an atmosphere of rigidities, repressions, and inhibitions. But teaching at its best is a "tryst between two souls who love beauty."

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Great teachers have made of teaching a great adventure. Drama and human interest abound. For them it is a rare day when each pupil's eyes do not sparkle at least once. Katherine MacMahon, a contemporary master teacher, reports the following thrilling adventures in English teaching:—

> "*The Last of the Mohicans* took us to New York State before the Revolution, when the French and English were disputing the possession of the northern woods, and the Indians were played off against one another. Then in *Ivanhoe* we went to romantic mediæval England, at the time of the Crusades, when outlaws roamed the Sherwood Forest, when cruel Templars were overthrown, when brave knights fought for their fair damsels, and were imprisoned in grim dungeons. Through *The Merchant of Venice* we were present when the magnificent merchants of the Italian Renaissance persecuted the hated Jews, and disaster was averted by the lady of the golden hair. Next we lived with *Silas Marner* in rural England a hundred years ago, with its narrowness, its simplicity, and its sorrows. In *The Lady of the Lake* we saw the Highlands of Scotland in the sixteenth century, where desperate bandits fought with the brave king. *Julius Caesar* took us to Rome centuries ago and showed us how the issues of our own day were fought out between great men. *The Idyls of the King* of dateless time, the undying days of chivalry and faith, enriched our memories with Lancelot and Galahad. *The Tale of Two Cities* brought us into the heart of the French Revolution, and we stormed the Bastile, witnessed the ferocity of the guillotine, and shuddered at the ceaseless killing. We have traveled in time and space with Macbeth, Lord Clive, Walden, Joan of Arc, Kenilworth, The Prince and the Pauper."

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Great teachers are so able to eliminate the commonplace that there is no commonplace. They live and teach dangerously in an atmosphere of comparative boredom for those unable to "tune in."

"Great teachers guide their pupils on stimulating journeys in science, and art, and literature, and other fields of human interest. Their pupils become a part of all they have met."

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Great teachers provide for their pupils the rich nectar of experience. Ulysses has been conceived to say:—

> "Much have I seen and known; cities of men,
> And manners, climates, councils governments, . . .
> And drunk delight of battle with my peers,
> Far on the ringing plains of windy Troy,
> I am a part of all that I have met."

And so great teachers guide their pupils on stimulating journeys in science, and art, and literature, and other fields of human interest. Their pupils become a part of all they have met.

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Great teachers have utilized the school to prepare pupils for a stimulating rendezvous with life. Buckingham has well said:—

> "The teacher has children to study—not stones, bugs, fossils, or old manuscripts, but the most interesting of all possible materials, namely human beings. Moreover, he has at hand human beings at their most engaging period, childhood and youth. And his children never grow old. In constant procession they present to him, always at the level of childhood, their innumerable interesting aspects. Yet each is different from the other, different in strength, talent, and character; different in origin, growth, and need. If teaching these children is to include studying them, the job of teaching takes on new dignity. Its scope is broadened. Its meaning is enriched. No other calling may then be compared with it. It is the great adventure."

REPRESENTATIVE SCHOOL SYSTEMS

Baltimore

By DAVID E. WEGLEIN

Superintendent of Schools, Baltimore, Maryland

THE central administration of every school system recommends certain policies which determine to a large extent the lines along which the development of the system will take place. While these policies indicate the general trends, emphasis from time to time upon one or more of them may cause unusual development in one direction. It has been the practice of the Baltimore Board of School Commissioners to adopt broad general policies according to which the school system is to be conducted, and to look to the administrative staff to develop those policies and apply them to particular situations as they arise. These policies may be said to cover four general fields of activity—organization, administration, supervision, and relation to the community.

ORGANIZATION

The School Board a decade and a half ago decided that the school system should, as rapidly as possible, be placed upon the six-three-three-plan, i.e., an elementary school of six grades (preceded by a kindergarten), a junior high school of three years, and a senior high school of three years. This plan of organization has been gradually put into effect. The need of appropriate buildings made it necessary to proceed very slowly with the reorganization. This work has now been carried out. Naturally, in addition to the need of physical plants, it has been necessary to develop suitable curricula and courses of study, and to develop a staff of teachers adequately trained both academically and professionally.

In addition to this general plan of organization, mention should be made of special features affecting general organization. Some elementary schools have been organized upon the platoon basis or the work-study-play plan. This type of organization has been adopted for a number of schools, and from time to time additional schools of the traditional type are converted into platoon schools.

Organization of special classes to meet the needs of particular types of pupils has been provided. For example, "opportunity" classes have been established for pupils somewhat below normal in mental ability, and the class size, curriculum, and courses of study have been adapted to the needs and abilities of these pupils. "Special centres" have been formed for those children whose mental ability is even lower than that represented in the "opportunity" classes. These "opportunity" classes are provided not only on the level of the primary grades but also for pupils in the intermediate department (grades four, five and six). At the other end of the scale pupils above normal in ability have the opportunity not only to proceed more rapidly than the usual rate through the grades, but they are given an enriched curriculum as well.

For over-age and backward boys and girls in the intermediate grades "occupational" centres have been established in several parts of the city. The curriculum for these pupils has been adapted to meet their particular needs, and is largely manual in content. Junior and senior high schools have been authorized, if they so desire, to institute a "special curriculum" for those whose needs and abilities are not met by the usual curricula. Those completing this new curriculum will receive a certificate instead of the usual diploma. In both senior and junior high schools provision is made for pupils considerably above average to pursue an "accelerated" curriculum. Senior high school pupils may have the opportunity to complete five years of work in four years, and thus enter the sophomore year of college instead of being enrolled as freshmen.

Vocational schools are established for boys and girls who have completed the sixth grade, and opportunity is afforded in them to learn certain trades.

In these schools careful attention is given to the needs and the development of the individual pupils as well as to providing for adjustment to industrial and commercial requirements. For all grades summer schools are provided in which pupils above average in ability may do advanced work, with similar provision for those who are deficient in order that they may make up subjects in which they have not been successful.

From the features mentioned it can be readily understood that the general plan of organization is to emphasize adjustment to the needs, abilities, and interests of pupils so as to help them to become efficient members of the community.

ADMINISTRATION

In the brief space permitted,

it is possible to mention only one general phase of administrative procedure. In general, pupils are grouped according to ability. This grouping is based upon a combination of factors—the teacher's judgment (derived from classroom accomplishment), the results of standardized achievement tests, and intelligence tests. After pupils are grouped homogeneously, every effort is made to adapt curriculum content and rate of progress to the ability of the several groups. The results thus far attained have been very satisfactory.

A systematic city-wide testing program conducted semi-annually at the beginning of each semester has been maintained in Baltimore for the past ten years. The personnel of the school system has been instructed gradually over a period of years in the techniques of testing, under the direction of the Bureau of Measurement, Statistics, and Research. The old method of judging the efficiency of instruction and the progress of pupils by the opinion of teacher and administrative officers alone has been found to be inadequate. This has been supplemented and supplanted by the use of standardized tests and related procedures. We feel that an instrument as important and effective as the modern standardized and course of study test which so greatly facilitates instruction and administration is a prime necessity.

SUPERVISION

One of the major policies in the school system in recent years has been emphasis placed upon supervision, using this term in its best sense. The work of trained supervisors in each type of school has been greatly emphasized. Special stress has been placed upon the supervisory function of the principal. Conferences of heads of departments have been held for the purpose of giving special

DAVID E. WEGLEIN

consideration to supervision. There have been monthly meetings of principals and supervisors in which discussion of various phases of supervision has played a prominent part. The preparation of new courses of study and the revision of old ones have been used as a means for the professional improvement of all concerned. At the present time a committee of over one hundred of the school staff is at work on a five-year study as a first step in the revision of the curriculum

In Baltimore much stress is placed on promoting the continuous growth of teachers in service. This is carried on by means of such methods as after-school demonstrations, specially planned faculty meetings, courses for teachers given by members of the staff, departmental meetings, and so forth. These methods are not new. The point is that the general issue of preventing teachers from stagnating is believed to be a vital one. Hence much emphasis is placed on this activity.

ACQUAINTING THE PUBLIC WITH THE WORK OF THE SCHOOLS

No school system can do its best work unless the people of the community render their hearty co-operation and support. In order to secure this it is necessary that the citizens be thoroughly informed concerning the plans, policies, and activities of the school system. When the people of the city are thus intelligently informed about their schools, they can be counted upon to render every possible assistance. Parent-teacher associations have been organized in nearly every school. During American Education Week the schools hold open house. The newspapers afford another avenue of information for the public. The Baltimore public schools now maintain a regular weekly broadcast in which detailed problems connected with parents, schools, and pupils are presented. It is the general policy of the administration to keep the citizens of Baltimore in touch with the development of the school system.

Mention may be made of certain other means for acquainting the parents with the work of the schools. It is believed that some of these are unique to Baltimore. Among them are the following:—

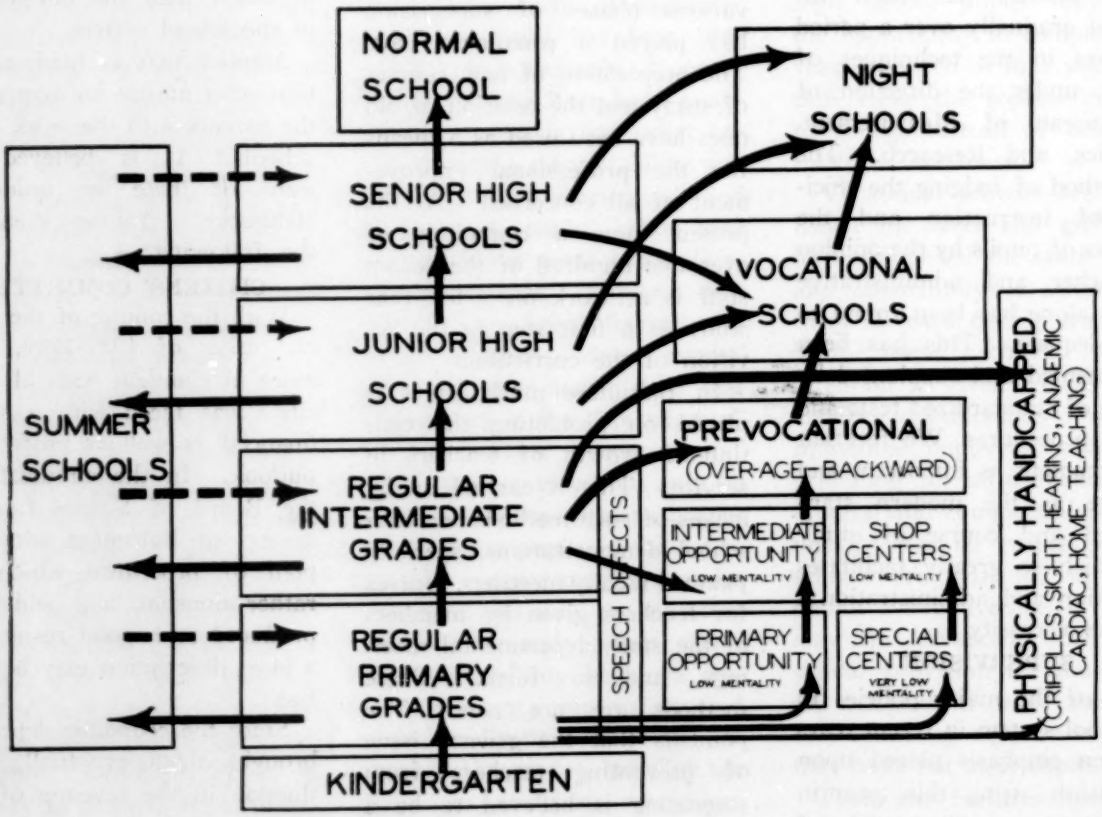
CITIZENS' COMMITTEE

With the coming of the financial crisis of 1929-1930, Baltimore in common with all other cities was faced with a serious financial as well as professional outlook. In the circumstances, the Board of School Commissioners of Baltimore adopted a plan of procedure which was rather unusual, and which has produced such good results that a brief description may be justified.

Since the economic depression brought about eventually a reduction in the revenue of local governments and state governments, it was only natural that the time would arrive when decreased expenditures would be requested of the several activities of government, and that education should be asked to reduce its expenditures to conform with the general process

of curtailment. If the request for reduction in school budgets had been based solely upon financial grounds, the matter could have been adjusted as time went on, but additional criticisms beyond that of mere expenditure of money had been uttered in various parts of the country concerning the whole plan of public education, its scope, the subjects embraced in the school curriculum, the various educational services rendered to children, and the professional standards that have been established. All of these criticisms had been carefully considered by the professional group engaged in educational work, and the results of the thought of these educational authorities had been made known and put into effect. Public education, however, is a matter not only of professional judgment and thought, but since the support of public education comes from the people, it is only natural that the great body of citizens generally should be consulted from time to time in regard to the procedure followed in our public schools. As has been stated above, critics have appeared in various portions of the country, and from time to time various matters have been commented upon in a critical vein in Baltimore. The Board of School Commissioners at all times has kept closely in touch with what is being done in the schools under its jurisdiction, and has also carefully considered any criticisms that have been made.

In March, 1933, the School Board determined to have a study of such criticisms made in a systematic way. Accordingly, the Board appointed a committee of seventy-five citizens, both men and women, to make a study of the school system, and to present to the School Board a report of the findings and recommendations of the committee. The Citizens' Advisory Committee, as it was named, included in its membership business men and women, professional men and women, and parents of children in the schools, and represented a cross-section of the citizenry of Baltimore. At the first meeting the president of the school board



PATHWAYS THROUGH THE BALTIMORE PUBLIC SCHOOLS

The Department of Education is steadily moving in the direction of providing a more flexible program of education to fit the wider and wider differences in pupils. C classes, prevocational and vocational classes, special classes, night and summer schools, classes for the physically and mentally handicapped — all represent efforts in this direction. "As well say a man does not fit his clothes as say the child does not fit the school. The child is the standard to which all other things must be adjusted; and to the extent that this adjustment is imperfect, to that extent the school fails."*

* B. R. Buckingham.

explained to the members of the committee the problems upon which the board wished to have the advice of the Citizens Advisory Committee. First of all, the committee was to study the financial situation in which the schools found themselves, and to report to the board in what ways further curtailment could be made without doing damage to the educational situation. The committee was requested to study carefully such matters as had been under criticism from various quarters, such as the inclusion in the curriculum of art, music, home economics, industrial arts, vocational subjects, health education, and the education of physically and mentally handicapped children. The Citizens Advisory Committee was divided into eleven sub-committees, each sub-committee having to do with one of the criticized activities. These sub-committees were invited to visit the schools as often as they desired, to see at first hand what was being done in the way of instruction, and to make such inquiries as the members of the committee wished to carry on. The administrative staff of the school system was placed at the disposal of the committee, so that any data in regard to the schools which the committee desired to have furnished would be placed at its disposal. At the first meeting in April, the superintendent presented tables and charts giving statistical data in regard to the growth in the pupil enrollment, teaching force, and school plant in recent years. He presented also data in regard to the financial situation covering a period of twelve or thirteen years.

During the months of April and May, the eleven sub-committees proceeded with their study, visiting the schools and meeting with the several divisions of the administrative staff of the school department. Each of these divisions furnished the appropriate sub-committee with statistical data in regard to the work of the division concerned. Each sub-committee presented a report of its findings and recommendations, and these eleven reports were presented to the reviewing committee. This last-named committee was composed of representatives of each of the eleven sub-committees, and the reports of the sub-committees were studied carefully by the members of the reviewing committee. The reviewing committee then presented a summarizing report of its own, in which it incorporated the findings of the several sub-committees. On June 29, 1933, the Citizens Advisory Committee submitted to the Board of School Commissioners the report of the reviewing committee and of the eleven sub-committees. Lack of space prevents any detailed report of the findings of the Citizens Advisory Committee, but a few of the main features will be mentioned.

First—*No Evidence of Waste.* The committee "believes that the public school affairs of the city are being well and intelligently administered and that there is no evidence of waste in any of the departments or activities of the school system."

Second—*Efficiency of Administration and Staff.* The committee "also believes that the administration and operation of the schools has been brought to a relatively high state of efficiency and good management. The reports of the various sub-committees show the great progress which has been made in many respects since the Strayer Survey in 1920."

Third—*No Excessive Overhead.* The committee found that the overhead of the school system did not require an excessive expenditure.

Fourth—*No Excessive Expenditure on Special Subjects.* The committee reported that the so-called "fads and frills" should be continued in the curriculum, and that no subjects now being taught should be omitted.

Fifth—*Basic Subjects Not Neglected for Special Subjects.* The committee found that those subjects which are usually regarded as the fundamental ones in a system of teaching were not being neglected, and that the instruction in these subjects was being carried on in a thorough manner.

Sixth—*Cost of Supplies.* The committee found that in the curtailment of expenditures, the amount now available for the purchase of supplies and equipment is too small.

Seventh—*Any Substantial Cut Necessarily Falls on Teachers' Salaries.* The committee found that the great bulk of the expenditure for the schools is devoted to the salaries of the teaching force, and that any appreciable additional curtailment which may be made would have to be borne by the salaries of the personnel. The committee stated "if a reduction should become necessary or inevitable owing to the imposibility of the city's raising adequate revenue to carry on the schools at the level to which they have been brought, then this committee suggests that any such action should be preceded by a general survey of all salaries and other expenditures in the different municipal departments, so that the school system will not be singled out for drastic reductions, when it is only one of the several departments of the city administration."

The effect of the Report of the Citizens Advisory Committee has been very marked. The people of Baltimore now know, through the work of this representative committee, what the opinion of intelligent and capable laymen is in regard to our public schools, their work, and their cost.

A CLASS IN JOURNALISM

REGIONAL MEETINGS

Another method of contact which has proved highly successful is the neighborhood or regional meeting instituted and carried on in Baltimore during the past three years. Under this plan, the city is divided into six broad districts, and the parents of the children in each district are invited to a meeting in a suitable school auditorium where specific phases of the school program are clearly explained by means of illustrated lectures. Motion and still pictures are continually being made of Baltimore school activities of all types. These are organized at the Bureau of Measurement, Statistics, and Research into lectures for use in the regional meetings to reveal as clearly as possible the work of the schools. Specialists in various fields appear in turn, in company with the superintendent of schools, to explain the work that is being done and the problems faced by the schools. At these meetings it is therefore possible for the busy parent to see and hear more about the schools in an hour, than he can learn in any other way in an equal amount of time. Opportunities for questions are offered and suggestions from parents are welcomed.

The 1934-35 series presented very graphically the work of the following divisions of the Baltimore schools: Health Education, Physical Education, Industrial Arts Education, Home Economics Education.

The 1935-36 series, recently completed, dealt with the following phase of the educational program of the Baltimore public schools: Evening School Education; Special Education (What Baltimore is doing for the handicapped child); Music Education; Art Education.

Parents of pupils received from their respective schools printed announcements and admission tickets for these meetings.

THE BULLETIN OF EDUCATION

This Bulletin, a professional journal devoted exclusively to the work of the schools, published under authority of the Board of School Commissioners, is now in its thirteenth year. It carries twenty-four 8×10-inch pages, and is issued from four to eight times a year. It is mailed free of charge to parents and teachers and has proved effective in clarifying local issues and in advancing professional standards.

DEPARTMENTAL BOOKLETS

At each regional meeting highly illustrated booklets describing graphically the work of the particular department under discussion are distributed to the parents. These booklets are prepared with much care, are profusely illustrated and made as attractive as possible. They have proved very successful.

It will be noticed that the keynote of this type of publicity work is that it is concentrated closely on the parents concerned as contrasted with publicity material which is broadcast in a more general way to the public at large. This we believe to be an important principle.

COSTS

The cost of the Baltimore schools is among the lowest when compared with similar cities. When the financial crisis of 1929 hit Baltimore the municipal finances and the schools in particular were in excellent condition so that the full impact of the blow was not seriously felt until 1931. The full force of the financial storm came during the years 1932 and 1933 when the school budget of 1933 was reduced to $8,156,153.70, an amount less by $2,295,949.30 than the 1931 budget. This resulted in severe curtailment of a number of activities. Since the major item in all school budgets consists of salaries, it was clear that to effect reductions of any consequence, it would be necessary to reduce salaries. Thus while salaries in

Baltimore are already below the average of the twenty-five cities of over 300,000 population, all salaries in the higher brackets were temporarily reduced by 10 per cent. and those in the lower by 5 per cent. Most of this has since been restored, only the higher salaries still being 6 per cent. below those of 1931.

Our aim has been steady and consistent growth. We are operating under a policy that is believed to be "conservatively progressive." In common with all other cities we still have many problems, but progress is being made.

We Stopped Our Clocks

By L. C. WRIGHT
Superintendent of Schools
North Bend, Washington

. . . and in other ways tested what our high school pupils would do if "put on their own." Results were amazing.

IT has often been said that a school cannot progress faster than its citizens will let it. In North Bend the educators find the thinking of its citizens somewhat in advance of the schools and seeming to call the schools to newer and better ways. Problems have been discussed with individual patrons and in mass meetings and always with inspirational results. Five citizen-committees have visited the school for periods of from one to four weeks each and have made careful surveys, returned favorable reports, and offered most helpful suggestions. Every teacher spends three days visiting homes of students and seeking to learn the desires and attitudes of parents.

Our first adventure taking the school in to new fields was the establishing of "the privileged system." Fifteen of the one hundred high school students were found to be entirely reliable both from the standpoint of educational desire and co-operative conduct. They were told that they were privileged to do as they pleased during their study periods, provided they (first) did not abuse their privilege, and (second) did not disturb anyone else. Students quickly recognized an opportunity for directing their own time and place of study and recreation and the numbers soon reversed themselves so that eighty-five were privileged, and but fifteen remained in direct charge of a teacher at all times. After five years of trial, we still find about fifteen out of 125 who cannot be trusted on the privileged list. It is observed, however, that these who do not attain the goal do constantly seek to be worthy and are much better associates than they would be under the old system.

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Encouraged by the response of the students, we entered upon a second adventure, when classwork and assignments were made more democratic. A group of Juniors and Seniors were directed to conduct their own class in public speaking, and, while the program was not always of as high a type as teachers might desire, yet results, measured in terms of pupil participation and pupil happiness, far exceeded those of the teacher-assignment method. The greatest difficulty experienced was, perhaps, on the part of the teacher who felt the old urge to interrupt and take things out of the hands of the students and impose the ideas of an adult where pupils had adequate ideas of their own which were more workable because they were on the level of each.

Today students travel at their own rate in mathematics and science. Fast students are doing much more work, while slow students travel on their own power entirely and do not experience the unpleasant mental panic that accompanies a teacher's crowding. Both types of students are happier and both are unwilling to go back to the time when teachers tried to explain everything. Developing power of one's own presents a challenge that gives zest to the learning process. In English and the social sciences a student may color his program as he may see fit, and teachers urge him to stress his vocational interests as these subjects may be of aid to him. His only goal is "growth" for all grading by letters and figures has been done away with. Growth is measured by both teacher and pupil on a basis of the child's enthusiasm and spontaneity.

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Two years ago students were asked what they would do if the bells were disconnected and they were told to go to work as they might see fit without classes. Their lack of imagination was astounding. However, after seeking the co-operation of the Board of Education and the patrons—all of whom seemed to wonder why educators had been so long in working out such a plan—the Monday arrived when no bells were to be heard. Practically all stu-

dents, previously teacher-initiated, were lost, and their only possibility was to keep an eye on the clock and move from room to room when the bells were wont to ring and call a halt on one class and arbitrarily start another regardless of the needs of subject matter, teacher, or pupil. Needless to say, the next Monday morning the clocks were all stopped as well as the bells. Children were nonplussed; teachers feared the dinner-hour had passed; all, however, were co-operative, and a month later all students signed a petition asking for two such days in each week. This indication of initiative on the part of the students seemed to be the first indication that we were about to get the right answer to our problem. Today the main comments of children are: "I get so much more done," "I got three pages of German where I never got but one before," and "The only thing I have against the plan is that I'm so tired at two o'clock that I can hardly navigate."

At the present time, Mondays and Wednesdays are given over to this free study; Tuesdays and Thursdays are much the same as the old recitation plan except that a teacher must be more skillful to check on students' results and give group inspiration in two days where she once had five; and Friday is "Achievement Day." On Friday all classes spend their time listening to the discoveries, demonstrations, and preparations of different pupils, and some period during the day students are assembled for an all-school achievement program where any student or group of students may step to the stage to demonstrate or explain or exhibit a bit of achievement of the week. To the surprise of all, about 94 per cent. of the students have appeared before the assembly and twice the programs have consumed two and one-quarter hours before all who wished to appear had been given the opportunity. Many who thought they couldn't ever face an audience have found themselves unable to resist and, after much gulping and embarrassment, have pronounced it "Not half bad," and have usually come up for more.

The commencement program of this year was handled by students alone. No adult was upon the stage except as the chairman called a citizen to comment on their program and another to deliver the diplomas.

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Students are beginning to show an alertness that they did not experience under the old system. They are feeling and enjoying growth, and their efforts are showing better and better results. They are beginning to see the whole program instead of waiting for the teacher to present it as she wants it, and they are taking a responsibility for their own growth through a consciousness of need for attention to details. Dynamic interest is being built up about subjects as well as about school activities. A spirit of co-operation and appreciation of each other's skills is evident. Someone has said: "Students will yell for dear old Siwash's athletic combats, but they will not yell for its scholastic program." North Bend is an exception to this charge, for a panel of students defended their program with a pleasing degree of intelligence when an education class from the near-by University bombarded them with questions.

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Perhaps the greatest barrier to the success of such a program is the feeling on the part of the teacher that "everything is going to smash," an inherent fear that "students will take things into their own hands," "They won't understand 'The Lady of the Lake' as I understand it," "I must prod, I must explain, I must show who is boss here." The teacher who has the patience and daring to let the would-be bully sink for about six weeks and then notify the parents that he is not earning his credit, usually wins a student; the one who continually nags and harangues doesn't even win her own self-respect, for the child is her problem and she does not experience the solving of it.

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Truly, the traditional school is good for the teacher who prefers sitting on the lid, and it is also good to develop those who will swallow everything and docilely accept relief in future periods of depression, but real educators must let children think, and by that thinking step by step develop initiative and a power that will work to prevent future social and economical catastrophes. Best of all, educators who squarely meet the varied and profound thoughts of youth when youth is once released from autocratic regimentation, will themselves be spurred to think. Too long we have secretly prided ourselves that we have out-thought and out-argued those who have simply dared not have the last word.

North Bend really has no new ideas. Seneca advised that schools should provide life rather than a preparation for life; Rousseau charged teachers with too much talk; Horace Mann discounted the value of the recitation; John Dewey reminded us that "we keep our students in leading strings"; and Dr. Sieg says: "Let the children go to work."

It is strange that most educators have not heeded the advice of our educational masters and entered into the thrilling experience that comes from really living with America's choicest citizens.

I Wish My Teachers Could . . . .

Make Children Want to Learn

By IRL H. DULEBOHN

Another in the stimulating "I Wish My Teachers" series by one of our Contributing Editors

I LIKE teachers who make children want to learn. To my mind they are true masters of their art. If all of us could create the craving, develop the desire in the hearts of our pupils, ours would be an easy and a joyous task. If only we possessed that ability, that quality, that elusive something that makes children just want to learn.

When I think of Franklin and Lincoln and all the others who educated themselves in spite of disheartening circumstances simply because of that craving, that desire, I wish I could have been their teacher. And when I think of the thousands today who ride to school in comfortable cushioned busses; who have ample facilities for a liberal education offered them on silver platters and who ignore their opportunities simply because they are not interested—when I compare the two types of students I wish that somehow some one could discover how to make children want to learn. Until such discovery is made—and I doubt that any infallible method ever will be found—it is my opinion, take it for what it is worth, that all of us could profitably devote a little less time to trying to teach children things and a few more moments each day toward arousing in our pupils the desire to learn things for themselves. There is a difference. I believe the results would justify the change. It is a joy to watch a teacher whose pupils really are eager to learn.

How does one make children want to learn? We may well inquire for certainly it is no simple process. One cannot say, "learn," and see them grow in wisdom. Neither can we say, "be interested," and see them leap to embrace learning. I know of no formula that will apply to all cases. I doubt if one exists. I do believe, however, that certain practices lead a teacher in the right direction. Here are a few.

Someone has said that knowledge begins in wonder. Set a child to wondering and you have put him on the road to understanding. If this be true, and I believe it is, then let us seek out the things that set our pupils wondering. Let us find striking statements, unusual circumstances, extraordinary phases of every lesson, and use them as an introduction. Perhaps our pupils then will seek other marvels for themselves. There is precedent for such procedure. Public speakers use the startling statement to capture the interest of their audience. Here is one well tried tool. Let us learn to use it well. Let us try to set our pupils wondering.

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Teachers, like investments, should draw interest. The more interest they draw the better investments, the better teachers, they are. And teachers attract the interest of their pupils by being interested themselves. Interest spreads like contagion and grows like weeds in summer. A pupil's interest in a subject often develops through the inspiration he receives from the teacher's own interest in that subject. Many a student has chosen his life work not because of the merits of the vocation but because he had an inspiring teacher in that subject. In order to interest pupils let us be interested, and interesting, ourselves.

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And if we have no interest sufficient to arouse our pupils then let us, for the cause of education, feign one. Tom Sawyer was not interested in whitewashing the fence. Surely a bit of dissembling in such a worthy cause will not damn us to perdition. Let us not condemn our pupils for lack of interest until we, ourselves, are sure we are interesting.

And, speaking of interest, let us study the interests of our pupils. Pupils, like gardens, respond when cultivated. If we wish to interest children in our subject let us not be above interesting ourselves in theirs. A few early hours spent in discovering and cultivating the interests of our pupils will help amazingly to interest them in us, and ours.

For all children have their interests. Every child, be he bright or dull, is interested in something. If we are too stupid to discover these interests, so much the worse for us, for the interests are there. Some are laudable and may be encouraged; others are unworthy and must be replaced by more worthy interests; all, however, will serve as leading lines to draw our pupils to us. It is our task to discover and use them if we would make children want to learn.

•

And let us be practical. Their name is legion, those who lose

interest in school because they found no practical application in their studies, and who later, by their inherent genius, became leaders of men. A child should not be expected to yawn through years of mathematics or languages because forsooth he will need them if or when he goes to college. A ten-year-old is not interested in college. He is interested in athletics or construction or clubs or the outdoors, and rightly so. The subjects we teach must be sold to our pupils largely on their practical and immediate merits, not on their hypothetical and future values.

We buy no food to be eaten, no clothing to be worn ten years hence. The teachers I like to observe find some way of tying their subjects to the present, everyday interests of their pupils, and it is surprising what the exercise of a little ingenuity will accomplish in this direction. They are the teachers whose children want to learn.

"Don't teach subjects, teach children," the sages say. Don't teach children, inspire them, I advise. Use their interests to draw them close to you. Be practical. Set them wondering, for knowledge begins in wonder. Last of all be interested and interesting.

"Not So Bad"

By EMMA MYER
Teacher in Special Department
Indianapolis, Indiana

Awarded Seventh Prize in The Journal of Education's Third Annual Short Story Contest

IT was handwork hour in room number seven; the happiest time of the day for the twenty mentally defective boys. The air was full of hammering and sawing, broken now and then by a loud laugh or a cry as some unlucky finger got in the way.

Mary Madden went from one group to another, adjusting planes, settling disputes, thinking all the time, "Donald is back today, I could go with him this time."

She went over and lowered the window behind one of the older boys. He was not strong enough to work on the benches, so he sat looking through a picture book, "spelling out" the easier words. He had been a little boy when Mary started teaching there.

"That was the year of mother's stroke. Ten years last fall. How Donald raved when I told him we might have to wait a year. A year!"

A tired smile crossed her face as she went back to help some little boys with their mats. Their birthdate and grade were duly recorded but all that really mattered was that one was six, mentally, and the other, four. She hurried to untangle the raffia before the four-year-old started crying and cursing. As she handed it back to them they laughed and nudged each other.

"Then there was the accident. The long, long months Donald's father lay in the hospital. And afterwards *his* mother."

Going back to the cabinet, she mixed some paint for a little boat.

"When Mabel's husband lost his job what else could I do but take care of her and the babies? No wonder they laughed at Donald—asked him if he had to serve seven more years."

She wiped her hands and looked in the little mirror on the closet door. A gray hair was showing up by the part; she jerked it out.

"Nobody left now. Even Dorothy through school—married! He's waited so long he's grown used to it. Doesn't even know we *are* free. Of course he's away most of the time."

One of the boys brought over a board and helped to hold it steady while she traced a deer on the end of it.

"But I won't tell him 'Twould spoil it. Something will happen; he'll wake up."

A boy laid his plane down, came over and leaned heavily on the desk. He was fourteen years old by the calendar and rather proud of his hundred and sixty pounds.

Mary finished her tracing, then looked up and smiled at him. His new suit fitted him well; his clean face glowed with happiness. Only a glazed, shifting look in the big gray eyes told that he was in the right room.

"Got a secret, Miss Madden."

"Another one, Kyler?"

"My Daddy's coming round after school."

"Oh!" Donald always came after her when he was home.

"To tell you 'bout that new school, you know."

Mary felt sorry for the father. Many times she had listened patiently while he told of visits to clinics and special-

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ists. Strange that a man like him should have such a son. She did wish, though, that he wouldn't come around that evening.

But she was never sure whether Kyler was telling something real or imaginary. He liked to talk, to entertain people. Every day before the boys ate their noon lunch he asked the blessing or saw to it that they repeated the Lord's Prayer. Then, while they ate he would tell them of his week-end visit in California; or, it might be that he had walked across Brooklyn bridge the evening before.

The boy that had brought over the board carried it back to the bench, and began sawing. Mary laid her pencil down.

"Do you want to go, Kyler?"

"If *you* do." He laughed as he sauntered back to the bench and began planing again.

Mary helped the boys to put everything back in place and to clean up the room. She went out in the yard with them to see that they at least started toward home. Kyler's father came up. He had planned to send the boy to a school in the East during the summer. He wanted to see what Mary thought about it. So they sat down by the steps and talked.

Presently Donald drove up. He honked and then sat waiting. Some boys gathered around the car, talking and laughing.

At last Mary ran in to get her hat, and then started out to the car. One of her little boys came up to her.

"Hey, Miss Madden, you can't guess what Kyler said about you. He told that guy out in the car that you wuz a-goin' to marry his Dad; only he didn't say it wuz his Dad; he said that man you wuz a-talkin' to; that you wuz a-goin' to marry him next week an' goin' East or some other town."

He stopped to throw a handful of rocks up in the air.

"And the guy, he said you'd have to git a divorce first, cause you wuz a-goin' to marry *him* next Sunday."

He whistled shrilly between his fingers.

"Can't that guy tell 'em, though. Golly! He can beat Kyler."

* * * *

It was past midnight. Mary reminded Donald again that he must go. Of course she did not mean it. She realized that it takes time to plan a wedding. And Donald had almost forgotten that one could be so happy.

"Mary," he said at last as he picked up his hat, "that big fat boy that was out in the school-yard this evening, is he one of your silly ones?"

Mary kissed him good-night.

"Oh, he's not so bad," she said.

Connecticut Honors Harris

By JAMES W. FROST
Field Supervisor of Rural Education
Putnam, Connecticut

WILLIAM TORREY HARRIS, educational philosopher and leader and fourth United States Commissioner of Education (1889-1906), was born September 10, 1835, at North Killingly, now Putnam Heights, Connecticut.

The Connecticut State Department of Education through Dr. Butterfield arranged a memorial program at Putnam Heights to honor the memory of William Torrey Harris on May 29, 1936. This meeting was planned, not as a philosophical program, but rather as a home coming of former friends and relatives with neighbors at the cemetery and at the school and church which Harris attended as a boy.

The day's program started with an exercise at the cemetery where school children chosen from the several grades of Putnam schools rendered tribute and decorated the graves of Dr. and Mrs. Harris and of their parents with laurel and lilac and other beloved flowers while the assembly, including the aged daughter, a granddaughter and three great-grandchildren of the Harrises, looked on. There was music by a double quartet and by a brass quartet, and taps were sounded and echoed.

From here the assembly gathered at the windows of the ancient one-room school where Dr. Harris received his elementary schooling nearly a century ago. The interior arrangement of the building had been changed into the form of one hundred years ago by the students of the Putnam Trade School, under the guidance of Director H. H. Ellis. The parts of teacher and pupils were reenacted by young men and women students of the Willimantic Normal School, dressed in costumes of the time and seated around the room on crude wooden benches. After the roll call, psalm reading and singing of "America," the class was divided into groups, and recitations went on broken by frequent rollicking pranks of the boys, one of whom produced from his pocket a live snake.

The scene of the celebration was changed again, and the people departed from the schoolhouse and gathered at the First Congregational Church of Putnam Heights, which Dr. Harris attended during his boyhood. Commissioner Butterfield presided at this service which was opened with the singing of a hymn by a choir composed of students in costume from nearby Woodstock Academy, where Dr. Harris began his classical studies. The choir was seated in the loft at the rear of the church, and as they sang, the congregation faced them, as was the custom one hundred years ago. Following the opening prayer, Dr. Butterfield said of Dr. Harris before introducing the other speakers: "We have gathered today to recall memories of a child who lived here one hundred years ago. This child was well born and well bred in his home not far from here, and in the homes of his neighbors. He was well educated in this community, in this state, and later in other states. He performed a great service in the field of scholarship and came back when he retired to a place near his birthplace to make his home. After his death, he was brought home to Putnam Heights, the place of his boyhood, and laid to rest in the lovely church yard nearby to the place where he was born."

Following another song, Superintendent Royce D. McAllister of Suffield, vice-president of the Connecticut Superintendents' Association, spoke on, "Harris, the School Superintendent." Mr. McAllister pointed out that while Dr. Harris contributed greatly to education in St. Louis, that city gave him much in return, which later, as United States Commissioner, he gave to the nation. Dr. Harris was in constant contact with people who had come from across the Atlantic, and who had absorbed the philosophy of the European Universities before arriving here. And there were great men in the Middle West at that time—men whose knowledge and philosophy had a great influence on the life of Dr. Harris, and at the same time, Dr. Harris gave back to them knowledge that was important to them."

Mr. McAllister then continued to trace Dr. Harris' life, and showed how later that man became recognized as a leader in education, not only in St. Louis but throughout this country and abroad. In closing the speaker said: "And Dr. William Torrey Harris will go down through the ages, side by side with Horace Mann and a score of other eminent educators who were instrumental in developing the American educa-

tional system to the heights which it has reached today. And further than that, already he is in the Hall of Fame in the hearts of his countrymen."

Professor Clyde M. Hill of Yale and formerly of Missouri was the main speaker. He spoke on "Harris, the Scholar." Dr. Hill recalled Ralph Waldo Emerson's address of August 31, 1837, before the Phi Beta Kappa Society at Cambridge, Mass. His oration on "The American Scholar" was characterized by Lowell as "an event without any former parallel in our literary annals, a scene always to be treasured in the memory for its picturesqueness and its inspiration." Emerson set forth his criteria of the American Scholar, and characterized him as not merely a thinker, but "Man Thinking." At that time William Torrey Harris was a two-year-old boy on a farm, a mile from the nearest neighbor, a boy destined to be not only the fulfillment of Emerson's concept of "man thinking," but who was also to meet the test of a growing concept of the American Scholar for a hundred years to come.

Dr. Hill went on to apply to William T. Harris, Emerson's criteria for the American scholar. He was trained first by Nature till he learned the one great law that he was one with nature, then by books to learn the past; as raw material for inspiration and immortal thought. Harris also satisfied Emerson's second criterion that the scholar is to be no recluse, sneered at by "practical men." He never separated himself from the scholar's school of action. He was an associate of many great contemporary men and women, and learned much from them which influenced his philosophy. He again emulated Emerson's American Scholar in his devotion to principle. When offered the United States Commissionership of Education by President Harrison, he bluntly told the President that he did not believe in the high tariff on works of art the Republicans had adopted, and that although a Republican, he had voted for Grover Cleveland. He was appointed just the same. He must have been more than a philosopher and scholar because he was appointed by a Republican President when he was a Democrat, by a Democrat when he was a Republican, and again by both McKinley and Theodore Roosevelt. Another example of his courage and devotion to principle is demonstrated in his establishment of the "Journal of Speculative Philosophy," after the refusal of one of the major magazines to accept an article. Harris was a great follower of the philosophy of the German Hegel. A year before his death he remarked to his friend, James M. Greenwood, "I have now commenced the reading of Hegel's Philosophy of History for the seventeenth time, and I shall get more out of it this reading than at any previous one."

Dr. Hill concluded his address with the words, "We are here today to pay tribute to a great man, a great scholar, a great philosopher. It is fitting, indeed, that his monument here in the place of his birth should carry as its principal inscription, Goethe's tribute to Plato. It is no exaggeration, no idle sentiment, it is simple fact to say of William Torrey Harris, he was "A rare scholar whose life was zealously and untiringly devoted to philosophy and education. His relation to the world is that of a superior spirit. All that he utters has a reference to something complete, good, true, beautiful whose furtherance he strives to promote in every bosom."

In speaking of the Harrises

FIRST known printed book was "Diamond Sutra," printed in Japan by Wang Chieh in A.D. 868, from hand-carved wood blocks.

DR. CHARLES MAYO of the Mayo Clinic says, in the Introduction to the new HEALTHY LIFE Series: "It is a pleasure to recommend this series to educators, to parents, and to children themselves" . . . HEALTHY BODIES, HEALTHY GROWING, KEEPING WELL, by Fowlkes and Jackson; Grades 3, 4, and 5.

MISS LIBERTY will be fifty on October 28. Nationally commemorated will be the golden anniversary of the dedication of Bartholdi's giant statue of Liberty, gift of the French people, which stands on Bedloe's Island in New York Harbor.

JUST published: a world history for the first year of high school—ON THE ROAD TO CIVILIZATION, by Heckel and Sigman. Shall we send you literature?

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EDITOR'S selection for boys and girls: THE WONDER BOOK OF THE AIR, by Allen and Lyman (Pulitzer Prize Winner). The thrilling romance of man's conquest of the air. 350 pages, 173 illustrations; list price, $2.50. Entered in the Booklist of the American Library Association.

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and their neighbors, Dr. Butterfield said that the ideals of Harris were those of the community through his childhood environment. Many descendants of Harris, relatives and former neighbors, are now living in the community. A hand show at the gathering disclosed that one-fifth of those present were related to Harris and many more to his neighbors. Dr. Butterfield introduced his daughter, Miss Edith D. Harris of Walpole, New Hampshire; a granddaughter, Mrs. Elmore Schultz of Summit, New Jersey, and her three children, Dr. Harris' great-grandchildren, Theodore Harris, Charles Elmore, and Marjorie Schultz. Tributes to Dr. Harris were read from J. W. Studebaker, United States Commissioner of Education; James R. Angell, president of Yale University; Henry J. Gerling, superintendent of schools, St. Louis, Missouri; Miss Agnes Samuelson, president of the National Education Association; and Wilbur L. Cross, former associate of Dr. Harris in education and now Governor of Connecticut.

After the congregational singing of another hymn, the company passed out of the church, while the ancient bell tolled, and the ceremony was at an end.

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Forever Pioneering

The real teacher is always pioneering, because childhood is ever a frontier, and each oncoming generation is confronted with new discoveries of science and additions to the accumulated knowledge of the past. The curriculum of today is rapidly changing to meet the ever-shifting problems of society.

The teacher holds the most sacred trust within the gift of society and is the maker of history. America will never rise higher than her teachers.

—*A. J. Stoddard.*

All in the Day's Work

By EVERETT V. PERKINS

Principal, Cony High School

Augusta, Maine

A Principal's Armor

There is no doubt that a principal is judged largely by the impression he makes upon those with whom he comes into contact.

If he is patient and courteous at the telephone and in conversation with those who come to his office, if his appearance on the street is neat and dignified, if his fellow-citizens find him prompt and dependable in meeting his obligations, if in his public speeches and written articles he is informed, intelligent, and reasonable—then no unfair criticism or gossip can do the man much harm.

On the other hand no eminence of learning, kindness of heart, or loftiness of character, highly essential though these things are, can atone for careless dress, hasty words, and a personality generally displeasing.

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Close to Social Problems

We school men often get discouraged about our salaries. We feel that the rewards for teaching are not at all commensurate with its importance. We are handicapped in providing for our own improvement, and for the welfare of those dependent upon us.

The great majority of those who are under our influence come from homes that are severely handicapped by poverty.

A situation where millions of our best citizens feel the pinch of poverty in a land of plenty is absurd. One of the chief aims of the schools of today is to bring about through the right education of youth a greater justice among our people. The treatment which we teachers give social and economic problems will be far more serious and effective because we have direct knowledge of the emergency that confronts the nation.

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Whose Fault?

"My family always liked that woman. We tried to be friendly with her. We had her at the house for dinner and took her out in the car. My wife even invited her to the club on guest night." A friend of mine was speaking of one of our former teachers. He continued: "We found the woman agreeable and interesting. We thought that we might add her to our circle of good friends. On her side, however, she never showed any real cordiality towards us. She never came to the house unless specially invited. She never called us up on the 'phone or sent us so much as a card at Christmas time. We concluded that she did not enjoy our companionship, so we gave up the attempt to cultivate her friendship. We did not have any personal feeling in the matter because we learned of others who had had the same experience with her."

These remarks interested me greatly, for I had heard this woman often accuse the people of our city of being cold and unappreciative towards the teachers.

"A man that hath friends must shew himself friendly." This applies to teachers as well as to those in other walks of life.

The News Digest
OF EDUCATION

Jobs Available

Teaching Positions Said To Be More Numerous

BOSTON.—Teaching jobs in New England are far more plentiful for the Fall term than they have been for several years, according to the Boston University Bureau of Appointments. So brisk, indeed, has been the demand for teachers all Summer that Warren E. Benson, the bureau director, believes the depression is "slowly but definitely passing out of New England. The best indication is in the calls I have received for teachers in the fields of art, music, and physical education," he said. "During the depression many systems dropped these courses from their curricula. The fact that they are being resumed today shows that many towns are increasing their budgets."

Swap Jobs

Hawaii Welcomes 34 Exchange Teachers

HONOLULU.—Thirty-four teachers in the continental United States are exchanging places this term with teachers in Hawaiian schools, under a system started several years ago. The exchange plan permits school systems throughout the United States and even Canada to apply to the superintendent of public instruction here for an exchange agreement. The territory then sends one of its teachers to replace a mainland instructor for one year. The teachers profit in personal experience and the educational systems gain an exchange of ideas and teaching methods. The exchange system has expanded until applications from mainland towns and cities now outnumber the percentage of teachers the territory can transfer each year. Transfers of local teachers are voluntary, the instructor being free to accept or decline a mainland offer.

Illegal Practice

Ohio School Heads Fight "Bootlegging" of Students

COLUMBUS, O.—Opening an "intensive campaign," the State Department of Education assailed what it called "bootlegging" pupils from one school district to another to obtain more money under Ohio's school foundation program. Assistant Director E. N. Dietrich warned county school superintendents that it would be illegal for school officials to include in their attendance report "children who are 'bootlegged' into the district." Under the foundation program, schools receive state grants based on average daily attendance records.

Freshman Classes Are Larger Except Where Total Is Limited

NEW YORK.—A survey of college enrollments this Fall gives evidence of improved economic conditions. Nearly all institutions reported an increased total of applications and, where there are no restrictions on the total of admissions, larger freshman classes. Fewer withdrawals by upper classmen are also reported. The result is larger registrations generally.

Typical of institutions which are not bound by rigid restrictions of entrances are New York University and Boston University, which have large proportions of non-resident and evening-class students. New York University has a freshman class of 5,200, an increase of 300 over last year. Boston University's freshman class totals 1,300, an increase of 150.

Reflecting also the trend of the times is a growing interest in the social science studies. Registrars of the colleges, asked to report any significant or noteworthy change in interest trends of prospective students, noted this movement toward social science studies in a large number of cases.

Engineering and business courses also are attracting increased proportions of students, with other practical subjects, such as nursing and home economics for women students, evidencing a rising popularity.

At many institutions there is manifest a declining interest in the liberal arts courses and in pre-professional studies, particularly pre-medical.

Scholarship Lottery

Student Beneficiary To Be Chosen by Lot

COLLEGE PARK, Md. — A $200 scholarship, its winner's name to be pulled out of a hat—or its equivalent—bore the approval of the University of Maryland's Board of Regents. Victor E. Elbright, president of the Randal State Bank, Madison, Wisconsin, offered the unusual gift in memory of his parents, natives of Garrett County, Md. Mr. Elbright advised the board that $5,000 was to be invested in government bonds, perpetuating the annual award on the basis of the interest paid on such bonds.

To Specialize

Two-unit Plan Starts At Mount Holyoke College

SOUTH HADLEY, Mass.—Twenty-three "world-minded" freshmen and sophomores are to be given an unusual opportunity to concentrate in the social sciences at Mount Holyoke College this Fall. Freed from the usual requirements, these girls, who have been especially selected on the basis of their mental maturity and intellectual eagerness, will each be allowed to put most of their time on two subjects of their own choice. The nine freshmen in this so-called "two-unit plan" will live with the director of the experiment, as a separate group, in an old New England homestead at the campus edge.

Medical Schools

A. M. A. Journal Lists Fewer Students and Colleges

CHICAGO.—There are fewer medical students and medical schools in the United States today than there were thirty years ago. Yet in the interim our rapid population growth has provided the profession with some 42,000,000 more potential patients. This year, however, there have been only 22,564 prospective M. D.'s in seventy-seven schools, as against 26,147 in 160 schools in 1905, according to a survey reported in The Journal of the American Medical Association. Next semester's classes may be even smaller if more schools heed the warning of the Council on Medical Education and Hospitals against admitting more freshmen than "can properly be accommodated or reasonably expected to satisfy approved scholastic standards."

Federal Education Head Issues Forecast as School Year Starts

WASHINGTON.—"Returning prosperity will bring further recovery by American schools of ground lost during the depression," predicted John W. Studebaker, United States Commissioner of Education, as the new school season started. "Restoration of real estate values and improvement in price levels has gone far toward wiping out the epidemic of closed schools."

Other trends which may be expected in education during the coming year were set forth by Commissioner Studebaker:

"Repeal of teacher oath laws in many States due to the increasing public recognition that such laws constitute a threat to academic freedom and hence American democracy.

"Further decrease in enrollment in elementary schools due to decreasing birth rate, but not as great as during the previous year.

"Considerable handicap to the private educational institutions depending on endowments due to decrease in rates of interest on bonds.

"Much greater use of radio in the service of education due to the practical steps for co-operation between broadcasters and educators.

"Better school buildings and facilities, stimulated by PWA grants and loans.

"Further restoration of teacher salaries to pre-depression levels, with a restoration of pre-depression promotion schedules.

"An increase in college and university enrollments due in part to the assistance given needy students by NYA. This will also influence high school enrollments.

"Continued expansion of what is probably the fastest developing field of American education—the junior college movement.

"Further consolidation of rural schools in the interests of economy and better quality of educational opportunity."

Harvard Alumni

Five Presidents And Many Judges Included

CAMBRIDGE, Mass. — Harvard numbers among her sons seven signers of the Declaration of Independence and five Presidents of the United States. Many of her graduates performed public service during the Revolution, and historians estimate only about one-sixth were Loyalists at the time when General Washington established his headquarters first in Wadsworth House and then in the Craigie (Longfellow) House. Two Loyalists, Isaac Royall and Count Rumford, made bequests to Harvard in their wills. Presidents of the United States are: John Adams, John Quincy Adams, Rutherford B. Hayes, Theodore Roosevelt, Franklin Delano Roosevelt. Harvard law school, on its part, has been a training ground for the judiciary. Although the list is incomplete, university records among its graduates 564 judges of federal, state, county, and municipal courts; 364 assistant attorney-generals, United States attorneys and district attorneys; 619 ranking as corporation counsel, and 329 officers of bar associations throughout the world.

Won't Transfer

100 Children Go On Strike To Stay in Own School

NEW YORK.—Nearly 100 children who consider themselves pupils of Public School 82, the Bronx, failed to return to school on a recent day. They stayed out because of a disagreement with the school system, which holds that they are pupils of two other schools. Public School 82 has about 3,200 pupils, of whom about 1,000 are in the lower grades. The larger section of the school is devoted to junior high school classes, and because these have expanded it has become necessary to eliminate the 5B and 6A grades, George H. Hickey, the principal, said. The children in those grades received transfers to Schools 26 and 104. The children and their parents contend that these schools are too far from home. The children and about fifty of their parents visited Public School 82 before 9 A. M., and, after sending a delegation to confer with Mr. Hickey, they all went home. The delegation later visited the offices of the Board of Education, where the matter was laid before Assistant Superintendent Benjamin Veit.

Thesis Lost

Fire in Home Burns Paper of Five Years' Work

PHILADELPHIA. — Fire destroyed the home of Joseph R. Kidd, assistant headmaster of the King School at Stamford, Conn., in Abington recently, and with it a thesis he spent five years to prepare. Professor Kidd said he had written the thesis for submission to the University of Edinburgh as fulfillment of one of the requirements for a doctorate.

Murray to Vancouver

VANCOUVER, B. C.—Dr. Gilbert Murray, of the Toronto Child Guidance Clinic, has recently been appointed full-time psychiatrist for the Vancouver public schools. The first clinic was organized there in 1918 by Martha Lindley, of the Vineland, N. J., Psychological Laboratory and of the Seattle Child Study Laboratory. The department has had a steady growth and from it has evolved a Bureau of Measurements and a fine system of special classes.

Dumas, Hugo Put on Bridgeport High School Optional Book List

BRIDGEPORT, Conn.—The dashing exploits of d'Artagnan and the struggles of Jean Valjean, recognized as classic for generations, have been restored to students in Bridgeport public high schools.

It was only a partial restoration, to be sure. The books of which the characters are the heroes, Dumas's "Three Musketeers" and "Twenty Years After," and Hugo's "Les Miserables," were granted a place on the optional reading lists after a protracted meeting of the Board of Education.

The three classics, a recognized part of the world's great literature for years, were ordered stricken from the school reading lists on September 3, after two members of the board objected to them on religious grounds.

The upshot of the controversy was an order to Worcester Warren, superintendent of schools, to remove the books from classrooms, pending further discussion.

Now, as a result of the recent lengthy meeting of the board, Bridgeport high school students may decide for themselves whether they will read these classics or not.

Dr. Andrew M. McSweeney, one of the objecting board members, is authorized to head a committee to study the prohibition of "Les Miserables" and "Three Musketeers" as French textbooks. He stated that he had no objections to placing the books on the optional list, as long as it was thoroughly understood that no student would have to study them in either French or English.

Pending settlement of the question Superintendent Warren said he would excuse any pupil from using the texts if his parents filed objections.

Costs Go Up

School Budget Rises In North Carolina

RALEIGH, N. C.—North Carolina's expenditures on its entirely state-supported school system for the scholastic year 1935-36 were $3,339,379.94 in excess of those of the previous session, it was announced here. Last year's total cost to the State was $20,155,735. The largest single item was teachers' salaries, the sum of $16,649,427.16 having been paid as compared with $13,499,072.32 for 1934-35. For transporting the largest number of school children of any state in the Union, North Carolina last year paid $1,679,-128.27. Here is how North Carolina, the first state ever to take over the entire cost of operation for all its public schools, divides its school dollar: Superintendents' salaries 2.95 cents; instructional service, 86.62 cents; plant operations 5 cents; transportation 9.3 cents; libraries, .11 cent. Expenses of the State School Commission, through which funds are administered, amounted to $47,273.77 last session.

Real Vacations

Hungary Frees School Holidays From All Tasks

BUDAPEST. — Holiday tasks for Hungarian children are to be abandoned as the result of a recent order by Balint Homan, minister of education. It has been the custom of teachers to select certain books for their pupils to be read in the holidays, and to give them lessons to be worked out. They usually had to write about "How I spent my holidays usefully." Now all this must cease, as Mr. Homan wishes that children of all ages should be left alone to enjoy their holidays. And the head of every school has to see that this rule is carried out most strictly. It is not expected that the children will need much persuasion to fall in line with the minister's wishes.

Opportunity

Lalor Foundation Plans Chemistry Scholarships

WILMINGTON, Del. — Terms on which five scholarships in chemistry for $2,500 each will be awarded by the Lalor foundation have been announced. The awards will be for research in chemistry and related natural sciences. They may be used for work anywhere in the United States, except that one will be assigned to Massachusetts Institute of Technology as a memorial to the late Dr. Arthur A. Noyes. Applications for the scholarships must be in the hands of C. Lalor Burdick, Wilmington, Del., by December 1. Appointments are open to both men and women. There is no age limit, but preferred ages are between twenty-five and forty years.

Newton Teachers Given Handbook on Desired Professional Qualities

NEWTON, Mass. — A thirty-page statement of teaching principles was distributed to 500 Newton public school teachers at the first general teachers' meeting of the school year. The meeting, designed to correlate educational objectives, was the first to open the Newton school calendar in many years. Superintendent Julius E. Warren introduced "The Superior Teacher," a pamphlet growing out of the deliberation of a special teacher committee formed a year ago, and naming general standards of personal equipment, professional equipment, technique, and outcomes in terms of pupil activity and growth.

It was the original intention of the committee to accompany the handbook with a self-rating chart for each teacher. Instead, the booklet makes a comparison between the approved standards and those of the "average" and the "poor" teacher.

The handbook is but one illustration of this type of educational planning under way in Newton. Similar committee discussion led to the recent radical changes in the public school marking system.

Teachers are also receiving a guide for the teaching of reading in the elementary grades, the work of a committee of thirty-six, and outgrowth of a study program last year which led to the discovery that one cannot set a particular time in the life of all children when they can and habitually do read well.

Curriculum revision in several subjects is also being studied.

Discord

"Spare-the-Rod" Teacher Asks Transfer

WILKES-BARRE, Pa. — Anthony Munley, teacher of the Langan Settlement School, accused by parents of "sparing the rod," has asked the Pittston Township School Board to transfer him to another school. Mr. Munley told the directors that he wanted a change because of a "lack of harmony that evidently exists between myself and parents of students attending the Langan Settlement School."

Law Scholarships

Three Women and Man Win at Northeastern

BOSTON. — Three Boston women and a former native of Germany were among the recipients of scholarships at the Northeastern University School of Law according to an announcement by Dean S. Kenneth Skolfield. Scholastic achievement last year was reported unusually high. An average of 80 per cent was maintained by 109 law students. Conrad W. Oberdorfer, of Lowell, practicing attorney in Germany until the recent political upheaval caused him to leave the country, won a freshman award as the highest ranking scholar in his class. Mrs. Frances G. Gilman, of Dorchester, Vera Matson, of Quincy, and Dorothy P. Fox, of Dorchester, won awards. Miss Fox received the junior class award, while the other two women won scholarships in the sophomore class. David F. Erickson, junior, James F. Gardner, freshman, and Elliot Stone, sophomore, also won scholarship awards.

Row Ended

Annsville One-Room School Closed by State

PEEKSKILL, N. Y.—The fight of the taxpayers of Annsville, a suburb of this village, against consolidation of its school district with that of VanCortlandtville ended recently when Frank P Graves, State Commissioner of Education, dismissed their appeal from a dissolution order and ordered the one-room school closed. Miss Mary Caton, the teacher, was ordered to report to the Van Cortlandtville school for duty. Dr. Graves, in upholding District Superintendent Robert D. Knapp, who last Spring ordered a dissolution of the school district, said in his decision that the instruction had been inadequate and that the taxpayers thought more of increased school taxes, which will be tripled, than of the children's welfare.

Many Schools

Boy Has Attended Classes in 7 Countries

HELENA, Mont. — Nine-year-old Jack Alley, son of a wrestling promoter, has attended schools in six foreign countries and five of the United States, to wit: New Zealand, Australia Hawaii, South Africa, France, Canada, and Hollywood, Houston, Dallas, Kansas City, Chicago, and New York City. He hopes to settle here for an uninterrupted year.

Survey Shows Colleges Split on Football Radio Problem

LINCOLN, Neb. — Nebraska State Journal recently completed a survey of seventy-two colleges throughout the country as to whether reports of college football games should be broadcast. The poll showed almost an equal division, as thirty-seven of the schools permit broadcasts and thirty-five do not.

Yale's action in selling for $20,000 the rights to broadcast six football games this Fall from the Yale Bowl at New Haven, Conn., brought to the fore this major problem confronting universities and colleges.

Most of the schools selected for the survey were State-controlled, as these had been the centre of attempts by some communities to compel broadcasting of games by appealing to the State Legislatures. Taxpayers felt that their support of these colleges entitled them to hear radio reports of football games. University officials, with stadia debts to pay off, argued that reports of the games over the air cut into football receipts. And football is the Atlas of the college sports world, carrying the remainder of the athletic program on its financial shoulders.

Of the thirty-seven schools which permit reports of their games to be flashed over the air lanes, twenty-four sell them commercially. Five of the schools now broadcasting stopped at one time and resumed. Six which are now on the silent list permitted broadcasts at an earlier date.

Life Work

Aid in Selection Now Available for Youngsters

NEW YORK. — Youngsters in the throes of choosing a life work have a new aid available. From the office of the National Occupational Conference, 551 Fifth Avenue, New York City, there is pouring a series of pamphlets describing the opportunities and requirements in a wide range of vocations from cinematography to city management. Instead of merely offering another dose of occupational advice, these pamphlets help the bewildered inquirer to appraise the large amounts of advice already available in printed form. All the recent books and bulletins touching each vocation have been listed, with critical comments, and a composite abstract is given of their main conclusions. Pamphlets already issued by the conference discuss auto mechanics, banking, city and county management, dental hygiene, dietetics, farming, mechanical drafting, plumbing, police work, teaching and art vocations.

Why Flunk?

Causes for Failure In College Listed

ATHENS, Ga.—The main reason for failure in college is ignorance in the use of words, and contributing causes are such things as spelling, disorderly conduct, and wrong attitudes, according to Dr. A. S. Edwards, of the University of Georgia. In going over his list which he completed after extensive study, he found the most outstanding causes, with the exception of those mentioned above, include, excessive absences, wealth, automobiles, too many social activities, lack of application, failure to see value of subjects studied, lack of study, waste of time and lack of interest. Many who lack training are able to overcome this defect by hard work and determination, Dr. Edwards asserted. The student who enters college with twelve years' training in most cases excels the one with eleven years' training. But sometimes it is found that a sixteen-year-old student does better than an older undergraduate, thus proving, he said, that youth is not a cause of failure.

New School

Mountain Institution Starts with Novel Plan

SPRINGDALE, N. C.—In the mountains of North Carolina a new type of residential secondary school is being established, which its founders hope will point the way to the future. It will have a curriculum covering both the junior high and the regular high school periods; it will be co-educational, and will be limited to a small group of students, representative of all sections of the United States. Located at Springdale, Canton, it will be sponsored by New College of Teachers College, Columbia University. "Essentially," says Thomas Alexander, chairman of New College, "the boys and girls will participate in the development of a community. What they will do is important both to themselves and others, and their successes and failures will be perfectly obvious to themselves and others. All the while they will be learning many things: to plan widely and carefully, realisticaly and with vision; to persist at a task until it is completed; to learn how to work with others at such a task; to use a library, a laboratory, a teacher or an expert as an aid in carrying out worthy aims; and, most important of all, to realize that education is not something that can be passed on from one person to another, but something that one brings out of his intelligent attack upon the problems of living."

Dedication

Albion Training School Opens Seven Buildings

ALBION, N. Y. — Seven buildings erected during the last three years at a cost of nearly $1,500,000 have been dedicated at the Albion State Training School. Edward P. Mulrooney headed the guest list. The buildings included administration, three dormitories, central dining room, boiler plant and laundry building, bringing the capacity of the institution to about 600.

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Supervised High School Study By Mail Showing Great Gains

LINCOLN, Neb.—Within ten years the courses of instruction offered by virtually every small high school will compare favorably with those now available only at the larger schools if a plan of supervised correspondence study continues to advance as it has during the past year. The University of Nebraska is considered the most active university in this field; it develops its own courses of study for high school students.

Supervised correspondence study differs from regular correspondence study in that the work of the student is supervised by a regularly employed high school teacher, and this work is made part of the daily school program.

The basic purpose of the supervised correspondence study is the enrichment of the curricula of small high schools, in order that the pupils may derive the same educational advantages as those attending the large schools. High school credit is given for completion of the courses. This plan has enabled many students to gain university entrance credits by taking subjects necessary for admission, but not offered in their local high school.

That high school students might be helped by correspondence study was first suggested in 1919 by H. W. Foght, of the Federal Office of Education. It was not until the school year of 1922-23 that the plan was tried, in Benton Harbor, Mich., by S. C. Mitchell, superintendent of schools. In 1929 the University of Nebraska began careful experimentation.

At present the University of Nebraska plan is being studied in a number of States with a view of establishment of similar systems. Colorado and North Dakota have established correspondence centres, employing the courses furnished by the University of Nebraska. South Dakota high schools deal directly with the Nebraska correspondence centre. Wyoming and Montana are also actively interested.

Precision

University of Michigan Gets Gauging Laboratory

ANN ARBOR, Mich.—Instruments accurate enough to show the bending of a steel bar from the pressure of a finger will be included in the "gauging and precision measuring laboratory" just established by the War Department at the University of Michigan. First use of the laboratory is now being made in the instruction of Army Ordnance Reserve officers here for a review course in the manufacture of artillery munitions. During the regular university year it will be used to instruct engineering students in precision methods, but at all times it will be held ready for immediate service to the Army in the event of war. When details have been worked out, the laboratory probably will render service to peace-time industry in calibrating and checking gages and instruments, says Professor O. W. Boston, custodian.

Colleges Ask More

N. Y. City Institutions Expand Budget

NEW YORK.—The Board of Higher Education has requested a 1937 budget of $8,916,812 from Leo J. McDermott, Director of the Budget, an increase over last year's appropriation of $1,812,297. Of the sum asked, $7,133,858 is for personal service and $1,782,953 for non-personal service. Dr. George M. Brett, curator and auditor of the College of the City of New York, representing Dr. Frederick B. Robinson, the president, requested $4,014,422 for that institution, while Dr. William A. Boylan, president of Brooklyn College, asked for $2,346,217. Dr. Eugene A. Colligan, president of Hunter College, asked for $2,548,544. The balance of the request is made up by $7,627 for the administrative work of the board. Mandatory salary increases, provided by state law, new positions and general expansion of the city's educational scheme were given as some of the items requiring the increase.

Father and Son

Pursue Studies For Degrees Together

DURHAM, N. C.—Working side by side for their master's degree, Roy Dotson, superintendent of the high school division of the Appalachian State Teachers College, at Boone, N.C. and his son, Hugh Hight Dotson, English teacher in a Durham junior high school, pursued their studies at the Duke University summer school. They received their bachelor's degree together in 1933. Three years ago, the two were graduated from the Appalachian College. At the same time, a daughter of the elder Dotson, Mrs. Ola Dotson Furr, of Concord, received her degree, and her son was the class mascot. The father is fifty-one and the son twenty-three. They have about completed their requirements for their master's degree, which they will receive at the next Duke commencement. Then the son plans to study for a Ph.D. degree, while the father will devote his full time to his work at Boone.

Dr. E. A. Grosvenor

AMHERST, Mass. — The Rev. Dr. Edwin Augustus Grosvenor, author and educator, who was Professor of Modern Government and International Law at Amherst from 1901 to 1914, died recently at the age of ninety-one. Dr. Grosvenor was graduated from Amherst College in 1867, where he received the Athenae Prize for excellence in composition and was poet and salutatorian of his class. After graduation he went to Istanbul as instructor of history in Robert College. For twelve years Dr. Grosvenor was president of the United Chapters of Phi Beta Kappa and on his resignation in 1919 was elected a life senator. He is the only man ever to be elected four times president of the United Chapters, 1907, 1910, 1913, and 1916.

Study Driving

Compulsory Course For High School Students

WHITE BEAR LAKE, Minn.—A compulsory course in automobile operation, designed to make youths careful and competent motorists, has been added to the curriculum of White Bear Lake high school. The course will start with instruction in the mechanics of driving, demonstrated with small model cars on a large table top equipped with small scale streets, highways, and traffic signals. The next step will be demonstrations of clutch, brakes, and accelerator, the value of dash dials, the necessity for wind-shield wipers, rear view mirrors, and clear windows, with a car mounted on blocks. The course will end with 100 hours of actual driving with the students accompanied by experienced motorists.

Strike Ends

Pupils Return To Their School

HAZLETON, Penn. — With six deputy sheriffs present, the Lattmer No. 2 school building in Hazle township was reopened after striking pupils had prevented sessions for two weeks. Ropes which the students had stretched across the main door to prevent entrance of the teachers were removed and the new principal, Thomas Anella, and his three subordinates took charge of their rooms without interference. The strike was a continuation of last spring's walkout in protest over the dismissal of John Smith, the principal.

Americanisms Alter Language, New Special Dictionary Reveals

CHICAGO.—What three centuries of use have done to the English language —at least as much of it as lies from A to Ba—is revealed by the editors of the "Dictionary of American English" in the first section of their work published by the University of Chicago press.

Eleven years of scholarly enterprise on the part of Sir William Craigie, editor of the Oxford English dictionary, and an expert staff assisting him here, are at last bearing fruit in publication. Five years more of intensive editing and the remainder of the dictionary should be off the presses, and then libraries of the world will have a work which will show changes in English speech as a result of its being transplanted to American soil in 1607.

The new dictionary is not a glossary of slang of Americanisms. It contains only words which attained respectable standing in the language before 1900.

There are various classes. One consists of English words that took on new meanings in the United States to describe new institutions and landscapes, like "capitol" for seat of government, "creek" for a small stream. Another includes American colloquialisms. Such a word as the adverb "awfully," derived from the word meaning awe-inspiring.

The dictionary has been financed by a grant from the General Education Board and from the American Council of Learned Societies, as well as by funds from the University of Chicago.

Varied Duties

Rural Teacher's Work Not Confined to School

OXFORD, Eng. — Teachers in the rural schools of Britain, who met here under auspices of the Women's National Liberal Federation, described their duties briefly as: making wills for local people; helping choose wallpaper and curtains; attending and advising the Parish Council meetings; helping women farmers; coaching policemen for their examinations; filling out income tax forms; serving on the women's institute committee; playing the organ in church and at concerts when the organist is ill; organizing outdoor sports; calling to see all the new babies; visiting the sick and aged; cutting the old people's hair. But, according to Mrs. Margaret Wintringham, chairman of the meeting, "the qualifications for a teacher in the country seem to be only that she is over eighteen years old and has been vaccinated."

Truant Officer

Woman Performs Duty on Bicycle

SCITUATE, Mass. — When the youngsters of Scituate play "hookey" from school, or may be tempted to, in a few days when they go back to their three "R's," they'll keep a sharp watch out for a little lady on a bicycle. She is Mrs. Annie Waldo Litchfield, sixty-four years young, of Cedar street. When it comes to riding a "bike" she has the average woman bicyclist backed off the highway. Since she was fourteen, which means about fifty years, she has been riding a "safety," which makes modern young women riders rank greenhorns in comparison. Mrs. Litchfield is the town's truant officer, a post she has filled faithfully for twenty-five years and without competition. Of hardy New England stock, she received the stamina for her arduous "bike" trips over the high hills of the historic South Shore town by hard work in her youth. She was often seen pitching hay and doing vigorous work out of doors. She takes time off occasionally from her duties as truant officer, which do not prove pressing as the majority of young folk in this town appear to like school.

Junior College

Growing Institution In the United States

WASHINGTON. — More than 550 junior colleges are in operation throughout the United States, the Office of Education, United States Department of the Interior, announces. According to Dr. Walter J. Greenleaf, Office of Education specialist in higher education, who recently completed a national survey of junior colleges, "junior colleges have developed since 1900, the movement having gained impetus in the past few years." The junior colleges included in the 554 registered at the Office of Education comprise public high schools that have added junior college divisions, established preparatory schools recognized as junior colleges or offering junior college work, some four-year colleges that have given up their degree-granting privileges to concentrate on the first two years of college work, and newly-created junior colleges. "The junior college is in the experimental stage. We do not know what it should be because we do not know exactly what it is," an Office of Education report of Dr. Greenleaf's survey reveals. In this study a junior college is a separate organization with twenty-five or more students enrolled in a program that includes the traditional freshman and sophomore college courses. The junior college is variously defined by other agencies.

Aid Celebration

Pupils Participate In Vancouver Jubilee

VANCOUVER, B. C. — Public schools here had a large share in Vancouver's recent Golden Jubilee. A health and physical display contained 7,000 children from the elementary grades and consisted of Maypole and other folk dances, group activities, games, relays, etc. The musical program included 2,000 singers and 400 instrumentalists and was presented by pupils from grades 3 to 12. Four hundred children took part in a cavalcade depicting the history of the city. The acting was in pantomime, with narrators. The fifteen episodes included Indian dances, Captain Vancouver's arrival, pioneers at work, the great fire, the Klondike rush, coming of the Canadian Pacific Railway, lacrosse rivalry, Vancouver's shipping and aviation. Some months before, one of the school principals was released from his regular work to plan and superintend this school festival.

Joins Winston

William G. Kimmel Becomes Associate Editor

PHILADELPHIA. — The John C. Winston Company announces that William G. Kimmel, one of the best-known leaders in the social studies field, has joined its editorial department as associate editor.

Mr. Kimmel brings to his new position a most unusual experience. Since January, 1934, he has been editor of *The Social Studies* magazine, successor of *The Historical Outlook*. He has also been Associate in Civic Education in Teachers College, Columbia University. For five years previously he was executive secretary of the Social Studies Investigation of the American Historical Association. As Supervisor of the Social Studies for the Education Department of New York State from 1927 to 1929, he had wide experience in preparing courses of study and in supervising instruction. His five years' experience as teacher in the laboratory school of the University of Chicago had given him a practical working knowledge of the development and use of materials. In these various positions Mr. Kimmel has gained a wide knowledge of the problems and of the current practices in his field. It is probably safe to say that no one person has a wider acquaintance among leaders and teachers than he.

Book Reviews

Songs Men Like

BASIC SONGS FOR MALE VOICES. Two books—A Cappella and Accompanied. By W. C. Bridgman, M. A. Boston, Atlanta, Dallas, San Francisco, Cincinnati, Chicago, New York: American Book Company.

To compile a songbook for male voices and have it musically worthwhile and popular with those who are to use it, is by no means an easy task. Mr. Bridgman has brought to this undertaking a rare combination of musical training and creative talent, together with natural taste and judgment. The result is an exceptionally fine collection. The two editions differ mainly in the absence or the presence of accompaniment. The songs are the same in both.

The accompaniments in the larger book have in large part been written by Mr. Bridgman—without any particular attempt to keep them within the abilities of a poorly equipped pianist.

The songs deserve the title "basic" because they are songs of solid, tested value.

Marked attention has been paid to the matter of range. Songs have been keyed to a pitch that boys' and young men's voices can compass without straining or breaking.

The part that carries the melody is indicated by the use of larger notes in printing; and it is gratifying to find that the melody in different songs is accorded to different voices—not always to the highest. This is good psychology. It prevents any voice-group from thinking it is of slight importance, merely an appurtenance to some other and really important part which forever "does the singing" and receives the plaudits.

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Cultural Riches

THE TREASURE CHEST OF LITERATURE. For Seventh Year—Complete. By Charles G. Eichel, Principal, Public School, New York City; Edward J. Kehoe, Principal, Junior High School, New York City; Ignus O. Hornstein, Assistant Director Evening Schools, New York City; Floyd R. Smith, Principal, Public School, New York City. Boston, New York, Chicago, Dallas, Atlanta, San Francisco: Houghton Mifflin Company.

It is perhaps significant that the four authors of this reading text for the seventh grade are all employed in the public schools of New York City—where, of all places, we might suppose utility would be preferred to "mere culture." But to think this may be to misjudge that busy metropolis—which happens also to be a thriving centre of the fine arts and to value much besides the dollar.

The trend among school readers of late has undoubtedly been, as these authors state in their preface, to offer the pupils material which is informative rather than literary.

The idea behind this "Treasure Chest" Series is to expose the boys and girls to well chosen samples of the best, the most worthwhile, and the most captivating material in both poetry and prose which can be brought between reasonably narrow covers — material well suited to the age, intelligence and vocabulary levels of the group.

Each selection is briefly but adequately introduced, and each is followed by notes and questions designed to assist the pupil's comprehension and appreciation of what he has read.

This is a delightful book for any twelve-year-old to meet — whether in crowded New York or some prairie hamlet.

Information has its place. But so has literature. And literature's place bids fair to be eternal.

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Recharting the Study-Courses

FOUNDATIONS OF CURRICULUM BUILDING. By John K. Norton, Teachers College, Columbia University, and Margaret Alltucker Norton. Boston, New York, London, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

If schools are to function with ever increasing effectiveness in a world that is rapidly producing new situations and new knowledge, frequent rejudging of the curriculum will be necessary. Hence the value of a book such as the Nortons have just completed — a book which sums up the findings of many researchers in that field and at the same time expresses a wholesome philosophy as to the purposes of the curriculum and the principles that should govern changes in its subject matter.

"Foundations of Curriculum Building" is concerned with the work of the lower schools rather than that of the secondary schools or colleges. It fully discusses the changes in human relationships and the scope of human knowledge that have made curriculum revision so much more imperative of late than at any earlier period. Yet the authors warn against discarding all that the past has contributed to the courses of study—the too hasty acceptance of all the modern age has brought.

The volume devotes an entire chapter to each field of study, and presents the latest results of scholarly study applicable to the curriculum in that field.

Invaluable aid is thus at hand for those thousands of committees and school officers who are today wrestling with this major problem of curriculum making. Students in schools of education, likewise, should find it pertinent.

Such a masterpiece of sound and practical helpfulness is certain to exercise a deep influence upon the education of tomorrow.

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Up-to-date Essays

1936 ESSAY ANNUAL. Edited by Erich A. Walter, University of Michigan. Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

If students of our high schools and colleges are to be brought in touch with the best currents of modern thought, and if they are to become intelligently interested in the world of affairs into which they soon will step, they need to know the essays of today. The "Essay Annual" for 1936 is fourth in a series which has admirably filled a real want of both teachers and students. The essays selected are from fields of natural interest or those which every alert young person should be able to enter with a view to greater understanding.

This handy and attractive volume gives a representative cross section of the worthwhile and often entertaining articles of the past twelvemonth in the American press. While many are by well known writers, others are by newer writers and those who are on their way up.

Older and more classic essays must still be accorded the attention which is due them in the classrooms of the nation—but a more spontaneous reception awaits the newest essays which meet the student at more points and serve to give him, not only gems of wisdom and of literary style, but a direct introduction to the life around him.

Winshipisms

"No teacher can do the best work, in the best spirit, with the greatest pleasure, who is not grateful for the privilege of teaching."

•

"One cannot learn of the many advantages tendered the school children of this age without experiencing in some degree a desire to go back and begin life over again."

DIRECTORY

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Grins Between Grinds

Working Up to It

Tramp—"I've asked for money, I've begged for money, and I've cried for money."

Gentleman—"Have you ever tried working for it?"

Tramp—"No, sir. I'm going through the alphabet and I haven't got the length of the 'w' yet."

• •

Gone!

Postmistress (to worried-looking man)—"Is there anything wrong, sir?"

Man—"Yes! You see, it was on the tip of my tongue a moment ago and now it's gone."

Postmistress—"Well, think hard and it will come back."

Man—"Oh, no, it won't; it was a three-cent stamp."

• •

Just the Thing

Fritz (to his mother as she puts up his lunch for school)—"Say, mother, put in lots of that cheese like you gave me yesterday. It's great."

Mother—"I'm sorry, dear, but it's all gone."

Fritz—"That's a shame. Teacher said that if I came back another day with any more cheese like that she'd have to let the whole school out."

• •

Narrow Escape

Young Taggert, calling on his best girl one night, was faced by a poser when she suddenly asked: "Jerry, which do you like best, an ugly woman with great intelligence or a pretty one without brains?"

But Jerry was wise and didn't intend to get caught on that one. "Mary, dear," he replied, quick as a flash, "I prefer you to either one."

Canny or Could He?

In the train the Scot had been boring everyone with tales of the great deeds he had done.

"Well, now," said one Englishman at last, "suppose you tell us something you can't do and I'll undertake to do it myself."

"Thank ya," replied the Scot. "I canna pay ma railway fare."

• •

Professional

"Hey, Bill!"

"What is it?" asked the garage man.

"The doctor's out here with a tire that needs fixin'."

"Diagnose the case as flatuency of the perimeter and charge him five bucks."

• •

Familiar

Mrs. Grouch—"What's the name of this number the jazz orchestra is playing?"

Mr. Grouch—"I dunno, but it sounds like *'Revenge on the Public'.*"

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Statement of ownership, management, circulation, etc., requested by the Acts of Congress of August 24, 1912, and March 3, 1933, of The Journal of Education, published first and third Mondays each month at Boston, Massachusetts, for October 1, 1936.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared Anson W. Belding, who having been duly sworn according to law, deposes and says that he is the Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher—New England Publishing Company, 6 Park Street, Boston, Mass.

Editor—Anson W. Belding, 277 School Street, Watertown, Mass.

Managing Editor—Isobel R. Lay, 391 Broadway, Winter Hill, Mass.

2. That the owner is (If owned by a corporation, its name and address must be stated and also immediately thereunder the names and addresses of the stockholders owning or holding one per cent or more of total amount of stock. If not owned by a corporation, the names and addresses of the individual owners must be given. If owned by a firm, company, or other unincorporated concern, its name and address, as well as those of each individual member must be given.)

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ANSON W. BELDING, Editor.

Sworn to and subscribed before me this 17th day of September, 1936.

ISOBEL R. LAY.

My commission expires October 18, 1940.